

THE AMERICAN School Board Journal

November



1899.
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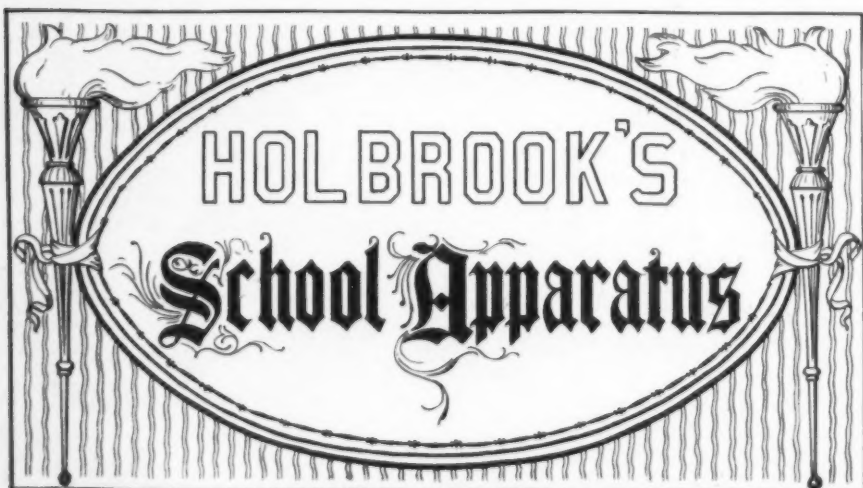
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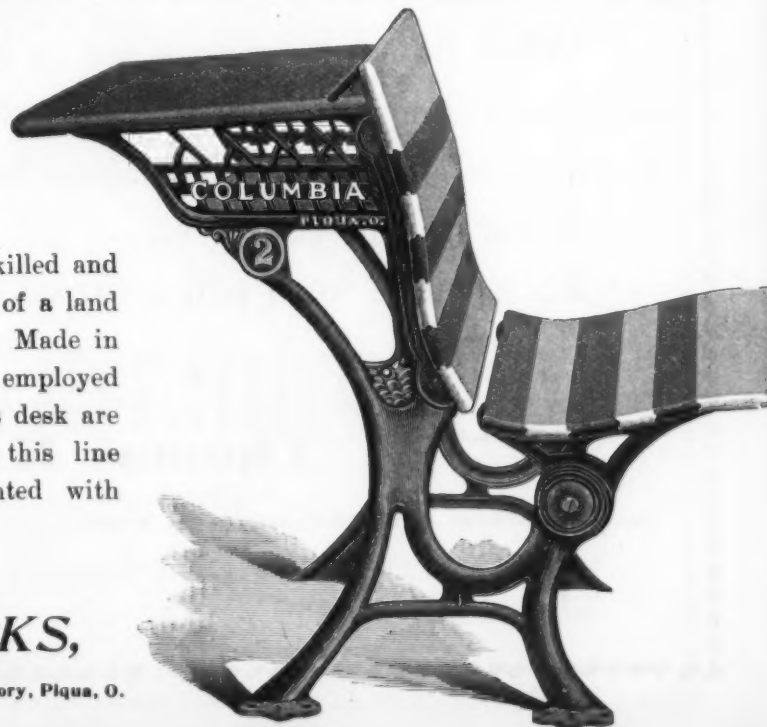
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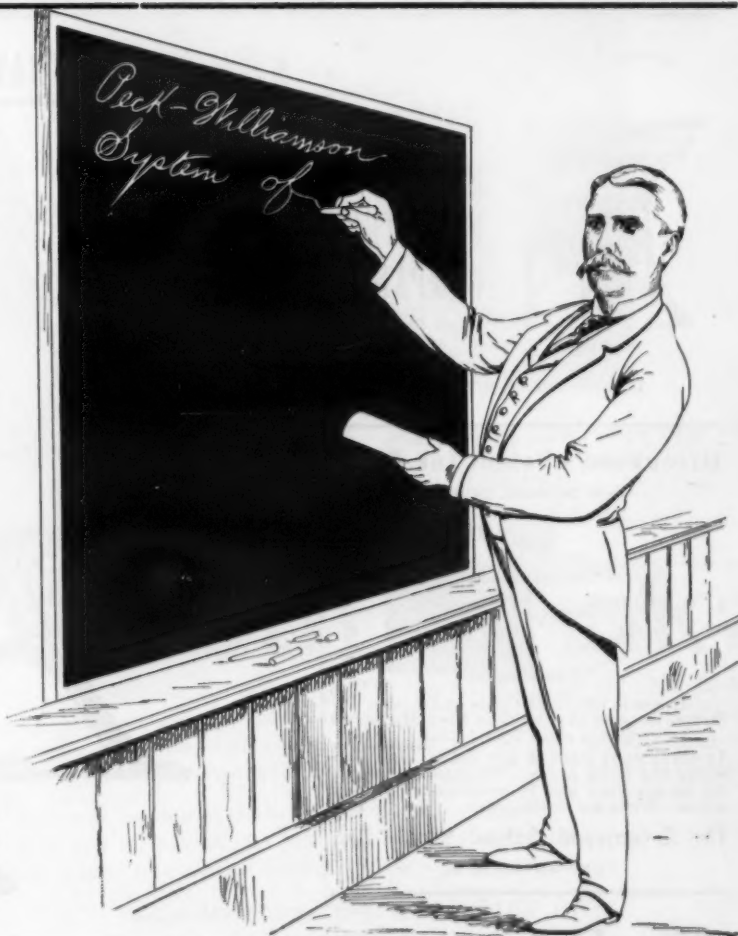
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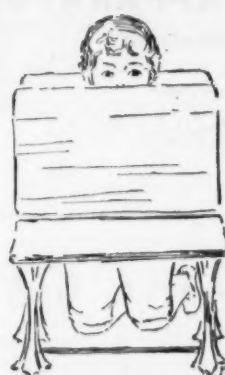
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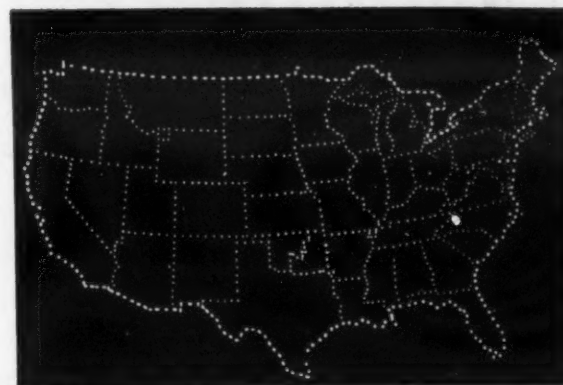
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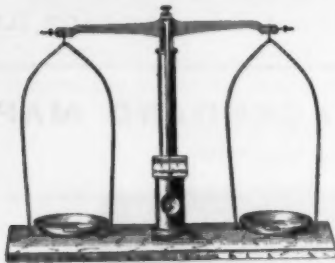
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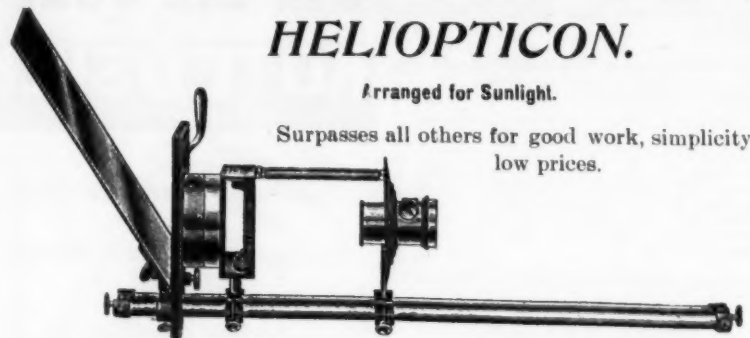
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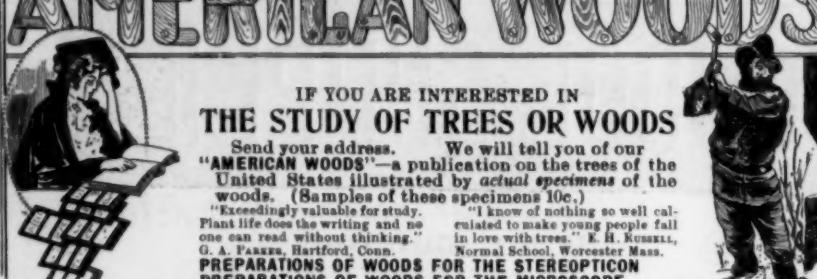
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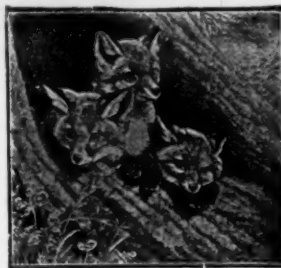
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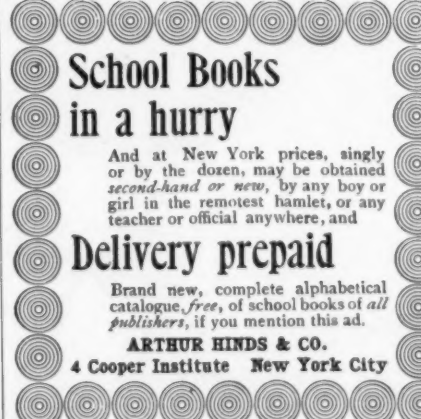
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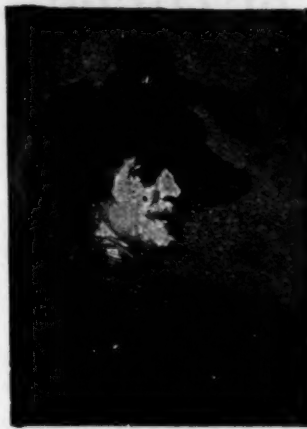
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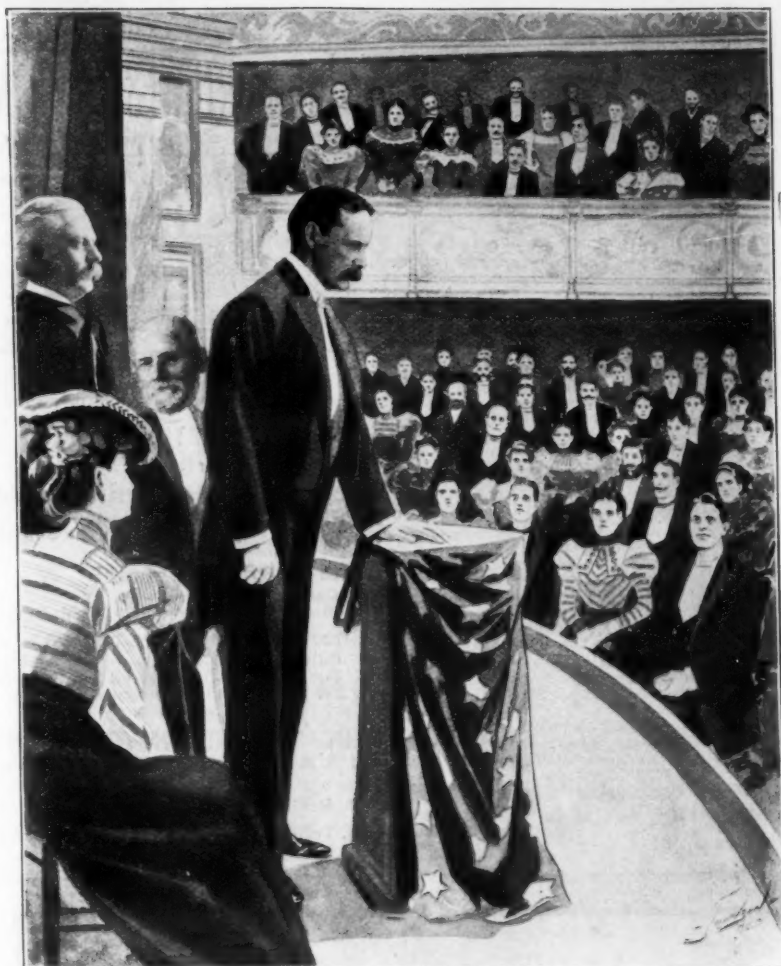
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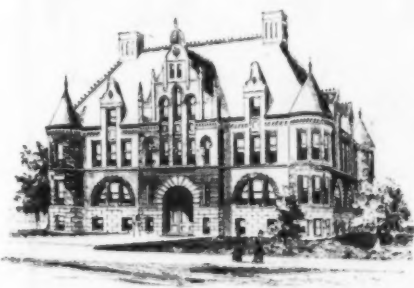
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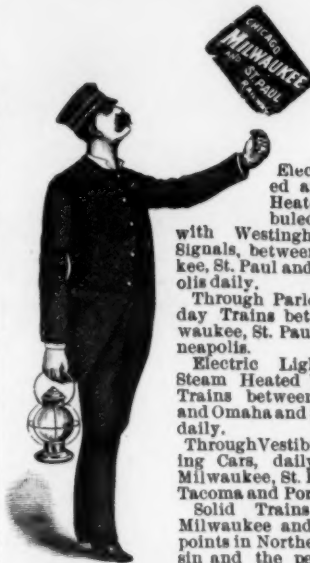
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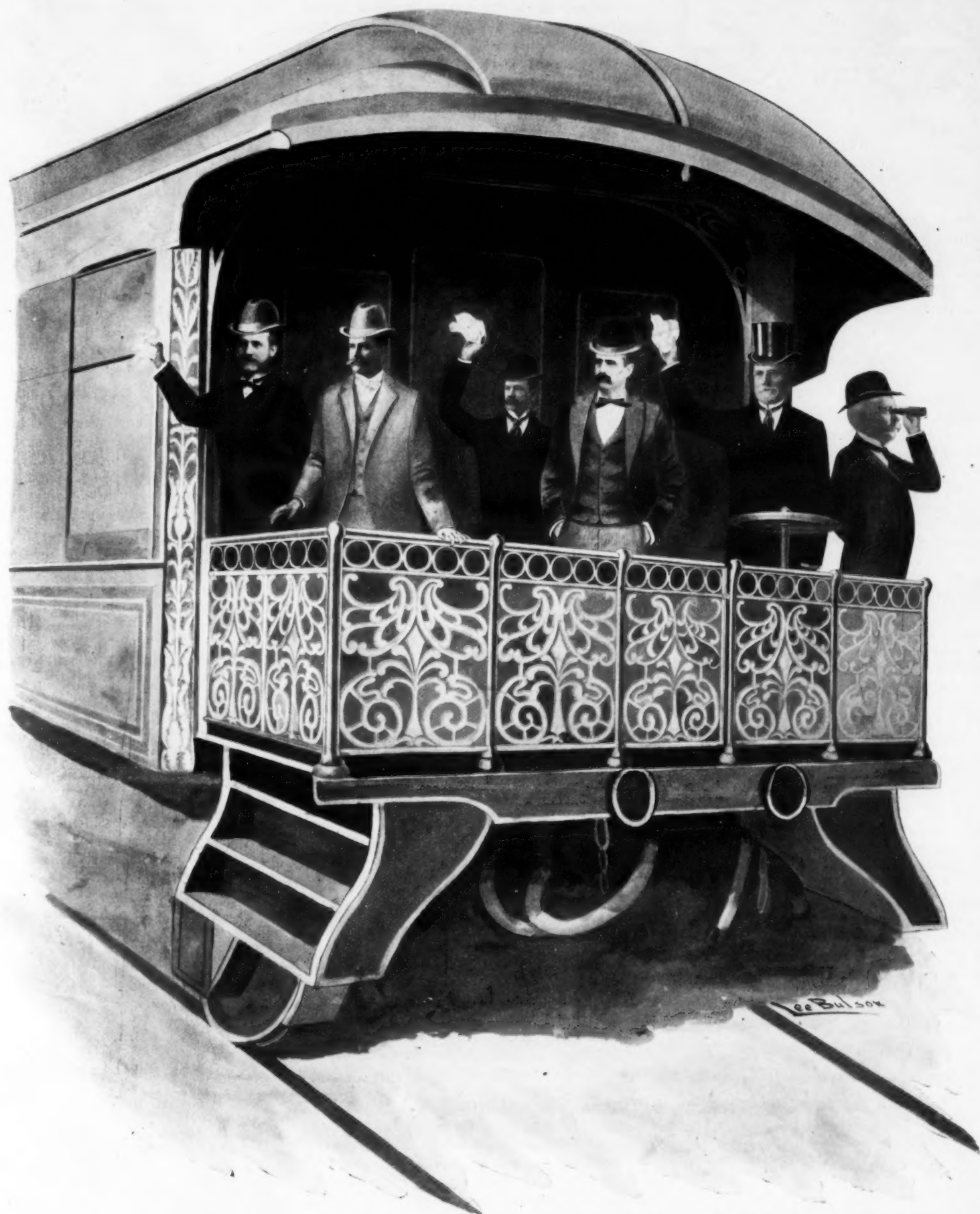
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MILWAUKEE, NOVEMBER, 1899.

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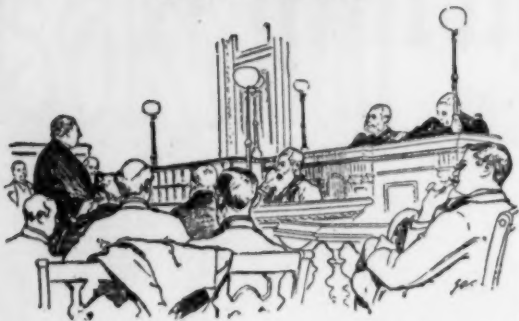
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IRWIN SHEPARD, Secretary.

LOOKING FOR A CONVENTION CITY.

The Executive Committee of the National Educational Association on its tour in quest of a city in which to locate next year's meeting of the Association. The tour will include Cincinnati, O., Chattanooga, Tenn., Charleston, S. C., Asbury Park, N. J., Boston, Mass., and Montreal, Canada. A decision is expected immediately after the tour has been completed.

School Law.



Minnesota. The state's attorney general has given an opinion that vaccination cannot be required to admit children to school.

Salt Lake City, Utah. According to an opinion rendered by Attorney General Bishop to State Supt. Park, of the department of public instruction, funds of country school districts applicable for investment on account of interest on bonds or for redemption of bonds, cannot lawfully be invested or deposited in a savings bank so as to relieve officers having custody thereof from liability on their bonds in case of loss. The opinion is an exhaustive one, and the questions of bailment, official trusts and liability for loss in banks are treated comprehensively, to the conclusion stated.

Minnesota. The new school law passed last winter provides "That children between the ages of 8 and 16 years are required to attend school during all the time there is school in the district. The board may appoint a truant officer, who shall have power to apprehend and take to school children not in attendance; and any parent or guardian failing to comply with the provisions of this law in sending children to school, is guilty of a misdemeanor punishable by a fine not to exceed \$50, or imprisonment in the county jail for no more than thirty days, or both."

Indiana. The new truant law requires all children between the ages of 6 and 14 inclusive, who have not finished the common school course and who are physically and mentally able, to attend the entire term. However, if a child either 13 or 14 years of age is actively and regularly employed for his own support or the support of those dependent upon him, he shall not be required to attend school for a longer period than twelve weeks consecutively.

Syracuse, N. Y. The city charter says that "No person shall be deemed to be ineligible as commissioner of common schools because of sex who has the other qualifications now required by law."

Connecticut. In this state a child must be sent to school when he is 7 years old and kept there until he is 16. If, however, a child over 14 years old is regularly employed at work at home or elsewhere he is not required to attend school.

New York. The law says: "No child shall be admitted to the public schools of the state without having been properly vaccinated."

RECENT DECISIONS.

The law requiring the voters in a newly-formed school district, within fifteen days, to meet and organize, is mandatory, and after expiration of such time they have no power to organize the district.—School Dist. of Village of Agency vs. Wallace, Mo.

(b) In the absence of a *de jure* organization of a school district, a *de facto* existence can only be shown by actual user.—School Dist. of Village of Agency vs. Wallace, Mo.

(c) A newly-formed district, failing to elect its directors within the time prescribed by statute, has no such organization as to authorize it to form itself subsequently into a village dis-

trict.—School Dist. of Village of Agency vs. Wallace, Mo.

(d) Only an organization, and not an unorganized, common school district can be organized into a village school district.—School Dist. of Village of Agency vs. Wallace, Mo.

(e) A new school district may be formed of the consolidation of two or more entire districts, but it does not thereby become a village school district; but to complete such organization two things are requisite—the fixing of the bounds, and the election of the directors.—School Dist. of Village of Agency vs. Wallace, Mo.

(c) The law providing that no teacher in a public school shall be dismissed except by the affirmative votes of a majority of the whole school board, and requiring the vote of each member to be entered upon the minutes by the secretary of the board, is mandatory, and a minute of the action of the board showing merely that the "motion was carried" is insufficient.—Keating vs. Neary, Pa.

NEW RULES AND REGULATIONS.

New York, N. Y. The rules require: "That no pupil shall be allowed to attend any school, nor shall any teacher be employed in the same, unless said pupil or teacher shall have been vaccinated."

Scranton, Pa. The board is seriously considering the passage of a resolution prohibiting women teachers from riding bicycles. Several of the members believe that children, seeing their teachers in short skirts astride of wheels about the principal thoroughfares, has a bad effect upon their morals.

Luverne, Minn. No pupil is admitted to the schools without a certificate of vaccination.

St. Paul, Minn. On the recommendation of Supt. Smith the board has changed the marking system. The ranking from "very poor" to "very good" is considered unsatisfactory, and a scale of 100 will be introduced with definite percentages necessary to pass.

Allegheny, Pa. Vaccination is rigidly required of every pupil who expects to attend the schools.

San Francisco, Cal. Under a new regulation a teacher may be excused, with pay, for a term not to exceed three days, on account of the death of a relative within the first degree of consanguinity, or of husband or wife.

St. Paul, Minn. The board amended the rule relating to the practice of conducting graduation examinations and competitions. The new rule provides that the two pupils standing first and second shall be so designated. The next twenty-five shall prepare essays, which will be criticised by a committee of three disinterested citizens, who do not know the names of the writers. The eight highest of the twenty-five will rank highest in the class. The idea is to protect the child from discrimination on the part of a teacher, and also to protect the teacher from charges of partiality.

Omaha, Neb. A new rule has been established by which all teachers and principals who have served successfully in the schools for five consecutive years are placed on a permanent list and cannot be removed without a hearing.

St. Paul, Minn. The rule requiring the vaccination of children previous to admitting them to the schools is being strictly observed.

Atlanta, Ga. The old system of marking children in various studies has been abolished. Hereafter only attendance and deportment will be marked on the per cent. basis and all studies will be graded as excellent, good, fair or bad. The rolls of honor, which induced the pupils to strain every nerve in order to get on the list, has been ordered discontinued. It has also been decided to eliminate the A and B sections in the grades below the sixth.



HON. O. T. CORSON.
President of the National Educational Association
Columbus, O.

AMONG BOARDS OF EDUCATION.

St. Louis, Mo. A committee has been appointed by the board to provide plans for the opening and operation of a penny savings system in the schools.

Louisville, Ky. Director J. W. Galvin believes that the board should employ a school dentist and a sanitary inspector.

Peoria, Ill. The school board has decided to pension school teachers who have been in the employ of the city twenty-five years.

Waltham, Mass. A member of the board, at a recent meeting, made the suggestion to change teachers of the same grade in the different schools instead of allowing them to continue right along in the same school.

Omaha, Neb. Member VanGilder is opposed to discrimination against married women as teachers.

New Castle, Pa. The board has elected a superintendent of janitors at a salary of \$2 a day. Those who opposed the creation of the office say that it is of no use whatever and is a sinecure pure and simple.

Pittsfield, Mass. School Committeeman Mercer believes that writing is nowadays of very little consequence, as typewriters and shorthand are beginning to be in general use.

North Cass, Pa. The board of education ousted one of their fellow members for non-attendance.

St. Louis, Mo. A prominent member of the board is reported to have said: "I may say that there is a well-understood agreement among the members of the board that, where everything is equal, preference is always to be given to men. This particularly applies to principalships and positions in the high school." This determination is based upon results, it having been conclusively shown that the work performed by male teachers, along certain lines, is superior to that done by women.



SCHOOL SUPERINTENDENT: "What is silent influence."

TEACHER: "Cutting down a teacher's salary instead of asking her to resign."

Teachers' Salaries.

McKeesport, Pa. Salaries of the principals have been fixed at \$1,150.

Mankato, Minn. The superintendent's salary is \$1,600 a year.

Joliet, Ill. Supervisor of primaries, \$800 to \$1,200; supervisor of music, \$700 to \$1,000; supervisor of drawing, \$600 to \$900; teacher of training class, \$700 to \$1,000; clerk of the board, \$700 to \$1,000.

Grand Rapids, Mich. Teacher of civics and political economy in the Central high school, \$800 per year.

Rock Island, Ill. High school principal, \$1,500.

New Haven, Conn. Superintendent of schools salary raised from \$1,500 to \$1,800.

Louisville, Ky. Superintendent of schools, \$3,500; supervisor of music, \$1,000.

Auburn, N. Y. The salaries of teachers are fixed at the time of their annual appointment, and are paid in installments each month, at the regular meeting of the board.

Fort Worth, Tex. Superintendent of schools, \$2,000 a year.

Green Bay, Wis. Superintendent, \$1,000.

Flushing, L. I., N. Y. The Queens Borough board of education has decided that hereafter no teacher is to receive less than \$600 per year. Women teachers, who have taught ten years inside the limits of the Greater New York, will receive not less than \$900 yearly. After teaching fifteen years they will get \$1,200 per year. Male principals of ten years' experience will receive not less than \$3,500 per year, and women principals whose experience covers a like period will be given \$2,500.

Chicago, Ill. Supt. E. Benjamin Andrews, the eight district superintendents, and all teachers and principals receiving a salary of \$2,000 a year or over, must suffer a 5 per cent. cut for the balance of the school year to make up a shortage in the school fund.

Ogden, Utah. Average monthly salary paid teachers, male, \$70.60; female, \$44.70.

Grand Rapids, Mich. Teacher of drawing, high school, \$800 per annum; teacher of German, high school, \$700.

Erie, Pa. The school board has adopted an important change of rules in the salaries to be paid teachers. Heretofore instructors have been attracted to the higher rooms on account of the larger pay that went with the more advanced grades. By the new system teachers in the lower grades are to receive pay almost equal to those in the higher branches.

San Francisco, Cal. The salary schedule for 1899-1900 has been amended so as to read: "Teachers of the eighth and ninth grades, \$83 a month; teachers of the sixth and seventh grades, \$79 a month, as maximum salaries; also that an increase of \$3 be made yearly to the monthly pay of teachers of the first, fifth, sixth, seventh, eighth and ninth grades until the maximum salary be attained. Second, that the pay of evening substitute teachers be fixed at \$15 a month, and that an extra compensation of \$1.50 be allowed for each evening that any of said substitutes shall be engaged in teaching."

Indianapolis, Ind. The law allows county superintendents \$4 for every working day.

Escanaba, Mich. A Seventh ward teacher received \$8 per month, in addition to his salary as teacher, for his services as janitor of the school.

Pittsburgh, Pa. The county superintendent

of the Lackawanna schools reports that twenty-one districts in that county pay their primary teachers as low as \$25 per month. The superintendent says that "if a girl teaches eight months in the year at \$25 per month, and pays \$10 per month for her board, she gets a net income of \$80 per year, while the girl who does housework at \$2 per week and board gets \$24 per year more than this teacher." The contrast is a striking one, though in strict accuracy it should be somewhat modified. The house girl to accomplish this result works fifty-two weeks in the year, more hours in each week and more hours in each day than the teacher.

Dubuque, Ia. The salary of school treasurer has been fixed at \$25 per month, and that of secretary at \$50.

Columbus, O. The following scale of wages has been adopted: Elementary school teachers, first, seventh and eighth grades, \$40 minimum, increasing \$5 per month per year, until \$65; same for second to sixth grades, \$40 to \$60, increasing \$5 per month per year of service; principals, \$90, increasing to \$120, at \$10 per month per year; training school teachers, \$75 per month, increasing \$5 per month per year until the salary is \$100; principal of normal school, \$150; supervisors of music, \$150; penmanship, \$150; physical culture, \$150; high schools, Central, \$230; North and East, \$160 to \$180, increasing by \$10 per month per year; heads of departments, \$135; high school teachers, \$75 to \$125, increasing at \$10 per month per year; evening school principals, \$35, and evening school teachers, \$30.

Boston, Mass. The board of education has refused to cut salaries to make retrenchments.

The average monthly salary of school teachers in Oregon, according to a circular recently issued by the state school department, is \$42.95 for males and \$33.75 for females. The average for the United States for males is \$47.37 and for females \$40.24. Massachusetts pays the highest, \$136.03 for males, and South Carolina the lowest, \$23.44. The District of Columbia pays the highest, \$69, to females, and North Carolina the lowest, \$21.40. Averages on the Pacific coast are: California, males, \$80.19; females, \$65.42; Idaho, males, \$58.52; females, \$46.31; Washington, males, \$44.56; females, \$38.14.

Nashville, Ill. The average monthly salary paid the teachers of this city is: Males, \$42.50; females, \$31.08.

Saginaw, Mich. Average salaries paid male teachers per month in the high school, \$115.50; average salaries paid supervisors and principals of training school per month, \$98.55.

Bartlow, O. The following schedule of pay for teachers has been adopted: Two months, fall term, \$1.50 per day; five months, winter term, \$2 per day; two months, spring term, \$1.50 per day.

Jersey City, N. J. The following is the teachers pay schedule for the high school: Female assistants, first year, \$700; second year, \$800; third year, \$900; fourth year, \$1,000; fifth year, \$1,100; sixth year and thereafter, \$1,200. Male assistants, first year, \$1,800; second year, \$1,900; third year, \$2,000; fourth year, \$2,100; fifth year, \$2,200; sixth year, \$2,300; seventh year and thereafter, \$2,400.

Meadville, Pa. Truancy officer, \$30 a month.

Dayton, O. Principal of manual training school, \$1,100 per school year of ten months.

Whatcom, Wash. The average rate of wages paid male teachers in this county is \$50.19; female, \$38.73.

Holyoke, Mass. Teacher of manual training, \$800 per annum.

The following shows the difference in teachers salaries in a number of the larger cities: In Philadelphia the minimum salary in the elementary schools is \$470, and the maximum \$670. In Boston the minimum is \$552, and the maximum \$1,212; New York, minimum, \$504, and maximum, \$1,140; Providence, minimum, \$350; maximum, \$750; Chicago, minimum, \$500; maximum, \$1,000; San Francisco, minimum, \$600; maximum, \$996; Minneapolis, minimum, \$450; maximum, \$800.

The average salary of school teachers in New York state increased \$21.32 during 1898, according to the report of the superintendent of public instruction.

In Massachusetts last year the average pay of men teachers was \$137.50, a decrease of \$7.30; of women, \$51.44, a decrease of 76 cents.

Milwaukee, Wis. In Milwaukee county the average salary paid to the male teachers is upward of \$60 per month, and the average salary paid to the female teachers upward of \$40.

New Bedford, Mass. Masters' assistants and teachers in the ninth grade, the upper grammar grade, are to receive a maximum salary of \$800. Grammar and primary school teachers, both to receive \$650.

Mobile, Ala. Teacher of Spanish, \$40 per month.

San Francisco, Cal. The school teachers are in a sad plight and it is reported that many are on the verge of destitution because they have not been paid their salaries for several months.

New Paris, O. The salaries of all the teachers have been advanced 25 cents per day.

Rice Lake, Wis. A reduction of \$5 per month in the wages of the teachers has been made.

Racine, Wis. Principal of high school salary fixed at \$2,200.

Macon, Ga. The board has reduced the salaries of all the teachers 7 per cent.

Waterbury, Conn. Salary of superintendent fixed at \$3,000 per annum.

Peoria, Ill. Highest monthly salary paid female teacher, 1897-8, \$110; 1898-9, \$120. Lowest monthly salary paid male teacher, 1897-8, \$120; 1898-9, \$100. Lowest monthly salary paid female teacher, 1897-8, \$35; 1898-9, \$32.50.

Auburn, Me. Superintendent, \$1,600 per year.

Saginaw, Mich. Average salaries paid male teachers per month in high school, \$112.50; average salaries paid female teachers per month in high school, \$69.64; average salaries paid male teachers per month in grades, \$98; average salaries paid female teachers per month in grades, exclusive of supervisors and principals of training school, \$44.31.

Newton, Mass. Military instructor, \$400 a year.

Newark, N. J. The teacher of music receives a salary of \$1,500 per annum.

New York, N. Y. Salaries paid teachers in Manhattan: Women, first year, \$504; second year, \$576; third year, \$576; fourth year, \$660; fifth year, \$780. Men, first year, \$720; second year, \$900; third year, \$900; fourth year, \$1,080; fifth year, \$1,320. Increase from the fourth year depends upon teachers passing various examinations. Many never get higher than \$660 for women and for men \$1,080. By passing examinations women may get \$1,140 and men \$2,160 after twelve years' service.

Philadelphia, Pa. The female teachers have made a demand for an increase in salary.

Greater New York. Pres. Joseph J. Little of the board of education has asked for \$6,233,068.77 for teachers salaries, which is an increase of \$1,638,579.89 over last year.

A School Board Convention.

THE NEW YORK STATE ASSOCIATION OF SCHOOL BOARDS MET AT
POUGHKEEPSIE, OCT. 18TH AND 19TH.

The fourth annual convention of the New York State Association of School Boards, held at Poughkeepsie, Oct. 18 and 19, was well attended and proved, on the whole, to be the best in the history of the Association. The papers which were read proved timely, the discussions which followed were entered into with considerable zest and vigor.

FIRST SESSION.

MINUTES OF THE MEETING.

The meeting was opened Wednesday at 8:30 P. M., Oct. 18th, by President Williams. In the absence of Secretary Toomey, the chair appointed Wm. Geo. Bruce as secretary *pro tem*.

The request was made that all school board members present hand in their names to the secretary.

The first paper on "School House Architecture" was then read by John F. Hughes, of Utica.

School House Architecture and Construction. BY JOHN F. HUGHES, UTICA.

When urgently requested by our secretary to prepare a short paper on school architecture and construction, I hesitated some time, as I could not think of anything I might say that would be of interest, as the ground has been covered fully by men who have technical knowledge and who have made a specialty of this subject. My information is simply that of a builder. I never gave any particular attention to school architecture until three years ago, when I was elected to fill the office of commissioner of schools in the city of Utica. However, I consented, more in the sense of duty we owe the association than any hope that I could say anything of interest on this matter.

The subject is so broad that it cannot possibly be treated in a single paper, as requirements vary in different towns and cities. What I will say is from experience gained as a builder, rather than from the architect's point of view. I shall speak of simple, every-day lessons that most persons know, but often beneficial, to still further impress, as mistakes are frequently made that are expensive and annoying after buildings are completed and occupied.

It is very important for school boards, who assume the responsibility of spending the larger part of all money raised by taxation, to see that it is wisely expended. When plans for new school houses are under consideration, one of the first points, and one of the most important, is whether the style of building contemplated is such that it will stand the daily wear and tear of several hundred children. That buildings must be so constructed as to withstand climatic action is also of vital importance so as to increase the life of the building and reduce the cost of its maintenance and repairs to a minimum. In addition to all this is, of course, the proper arrangement of rooms, as to light, space and ventilation. When these have been attained, the board members have done their duty to the taxpayers, whose servants they are.

The selection of an architect is often a perplexing question, especially in cities where a number of well qualified men may be secured. The feeling seems to prevail that municipal contracts should be passed around, a custom which often works to the detriment of the best interests. I understand that in large cities, such as New York and Boston, a permanent architect is retained to design all school buildings. An architect who has made a study of school architecture and its requirements as to space, light, ventilation, sanitation and other important details, and who will give sufficient time to see that his plans are properly and honestly carried out, is a safer man to employ than another, perhaps equally competent, who has to study all these important points while planning his first school building.

The time is not far distant, in my judgment, when the state will take this matter in hand and when all plans for school buildings will have to be submitted and passed upon by competent authorities, and rejected if not fully up to the requirements of this enlightened age. Who can estimate the number of teachers and pupils who have paid the penalty of being forced to remain for hours each day in miserable and ill-ventilated buildings?

Would it not be a great relief to school boards all over the state to know that the plans from which their

buildings were being built had been approved by competent state authorities. Many persons are of the opinion that boards go to the extreme in providing such school buildings as are now being erected throughout the country, and that much money is wasted. These narrow-minded persons contend that much simpler buildings proved suitable when they were children, and strive to prove their assertions by pointing out many who have made their mark in all walks of life, and who received their early education in the primitive country school house. These examples we all know exist, but we have no record of the failures. It is conceded by a very large majority of the population that the best of teachers, the most healthful surroundings and the best of everything is none too good to prepare our children to face the world and earn a livelihood.

The architect is often expected to construct a large building with insufficient funds, and to save his reputation, is tempted to put as much as possible on the outside to please the public. It is to be regretted that few ever go inside and have but little interest in the building, leaving that to the teachers and pupils.

School boards should examine this matter very carefully, and if need be, strip everything that is ornamental off the outside. Leave it, if you must, a square, plain and homely building, but see that the windows are the right size, the heating and ventilating system the best, the sanitation the most modern, the conveniences for teacher and pupils complete. Then, and only then, allow money to be expended on the outside. The question of ornamentation, both outside and inside of buildings, is simply a question of how much money is available after providing the necessities for the comfort and convenience of teachers and pupils.

Personally I am very much in favor of making school buildings ornamental and attractive. It is an education in itself to look at a beautiful proportioned building, and liberal provision should be made for that purpose. The style of school buildings should be plain and substantial, as it will lessen the cost of construction and the subsequent cost for repairs. Towers and turrets, if well arranged, are handsome to look at, but expensive luxuries to maintain.

The first thing to consider is the question of proper drainage. The depth of the main sewer in the street ascertained, as the elevation of the first floor must depend upon that. If possible have the drain enter the building four feet below surface of cellar, in order that no water will gather in ducts of sanitariums and furnaces. In many cases this is overlooked until too late, and we find the air which enters the rooms pressing over pools of stagnant water, reducing the capacity of the ducts and rendering them in every way injurious and defective. The question of drainage is most important, and in cities and towns that have no plumbing laws, it may be best to suggest that nothing but iron pipe be used underground and every foot of it inspected and tested before it is covered. The foundation walls should extend at least one foot below the grade of cellar, with a line of agricultural tile drain at base of footing on the outside, this in turn connected by trap with main drain. It is better to take care of surface water before it gets inside, than to fight it afterward. Also have a line of tile drain extend to each furnace and sanitary duct; in fact, go in this way to every place where surface water can collect and take care of it, as a damp cellar makes a musty, unhealthy building.

The basement should be nine to ten feet in the clear, and the first floor should be elevated sufficiently above the grade to allow this after obtaining conditions named. A few additional steps are far better than a dark, gloomy cellar. The outside walls to be of stone, laid in cement, plastered smooth below the grade and coated with asphaltum; the outer wall made with two inches hollow space and lined on the inside with brick, neatly painted. All inside partitions should be brick, and painted, the ceilings plastered and troweled smooth so as to be less absorbent.

After all drainage is in place, make a concrete of broken stone and Portland cement with a top covering of the same material, one to one. I am tempted to enlarge on this matter, as my experience with basement floors has been very unsatisfactory. The architect is apt to specify a cheap floor, such as might be used in a cheap dwelling house, with the result that many of our basement floors have gone to pieces. And what has thus cost much money must soon be renewed. If a cement floor is properly constructed, it will last a lifetime.

Following is a specification for a proper and durable floor: Grade cellar floor to exact level shown, thoroughly damp all filling, make a concrete composed of one part best quality Portland cement, two parts of



DR. H. ERNEST SCHMID,
President-Elect New York State Association of School
Boards, White Plains, N. Y.

clean, sharp sand, four parts of clean, broken stone, place three inches thick to a true grade, this concrete to be thoroughly mixed together dry, sprinkle only water enough to moisten, then put in place and ram to grade. The same day cover this with a coat of Portland cement mortar, made of one part cement and one part sand, troweled to a true and smooth surface. If you will insist upon following these directions to the letter, I will guarantee you that this important feature of school construction is solved. I have dwelt to some length on this basement work, but I feel that it is neglected to a great extent in school house construction. The basement of all school buildings should be well lighted, with a good floor all over, and no rubbish of any kind allowed to accumulate. The floors should be constructed so that the janitor can turn a hose on and wash them at frequent intervals. If walls are not painted as suggested, they should be whitewashed every year. In fact, you cannot expect a healthful building with a dark, dirty basement, and in order to insist on cleanliness, the building should be constructed so as to make cleanliness possible. The superstructure, from basement to roof, as to design, is largely a question of cost. The material used may be pressed or common brick. I have in mind an ideal public school building, built perfectly plain, with a facing of pressed brick, some lines of cut stone, with ample light from liberal sized windows, a plain roof covered with tile or slate, a building that would at once appeal to those who pay for it. A common sense building for the purpose intended, and without distracting projections and recesses to cast shadows inside, and without gables, towers and turrets that unavoidably make a roof line that for all time is a care, annoyance and expense. The exterior walls should be built hollow so as to avoid the necessity of wood furring, making it a safer building from fire, as each space is a flue connecting the floors together and extremely dangerous.

The interior arrangement depends largely upon the location of the site, its dimensions and surroundings. If it were not for this fact it would be well if the state authorities would step in and furnish the plans and general specifications for all school buildings throughout the state; plans that would be based on the most advanced idea in school architecture and construction. This course would, no doubt, be open to many serious objections, but I believe that some such plan will be devised in the near future for the protection of our children and teachers from being compelled to teach and be taught in unhealthy and unsuitable buildings. Of the progress made in recent years for the better housing of our children we who are interested may well be proud.

Yet much more remains to be done, when we consider that every school board in the state must contend with a number of old buildings entirely unsuitable and unhealthy, too good to be torn down, difficult and almost impossible to reconstruct. Constant demand for more buildings to meet the growing population of cities, and lack of appreciation of this fact by the majority of the taxpayers. School boards who meet all these conditions with fidelity deserve to have all honor that can be given, instead of condemnation, which is often their reward. The interior arrangement should be such as to give pupils sufficient fresh air and ample light, to each teacher and pupil the best facilities for work, the best possible system of ventilation and sanitation, roomy halls and stairways. Then you can look for healthy, happy children and contented teachers.

I am of the opinion that the interior of our buildings are trimmed up with too much wood by far. All that does not serve a practical purpose should be omitted, and left entirely plain. It would be far more effective if there were no elaborate casings and wainscottings, with their projecting shelves to harbor dust, which would remain there from one year to another, as too much energy would be required from the ordinary janitor to reach them. The interior walls and ceilings should be smoothly plastered, instead of door and window casings, rounded plastered corners, which will

probably not be so ornate, are more cleanly and useful. In order to take the severity from the appearance of the building, one-half of the cost of the wood work might be devoted to painting, with a slight touch of fresco, in artistic and delicate colors. The flooring should be doubled and deafened with felt or asbestos, for the purpose of modifying the noise and add comfort to all. The top floor made of some of the hard wood, as the grains are close and less absorbent.

The question of the best method of heating and ventilating for school buildings, has been said, is now a serious consideration, but, happily, like many other points in school construction, is being solved to the best interest of teacher and pupil. It has been demonstrated fully that the best method of heating is the taking from outdoors a sufficient amount of fresh air, passing the same over heated surfaces, of either furnaces or steam radiators, and distributing it through the building, with proper outlets in each room to discharge the foul air.

How to direct this volume of fresh heated air uniformly and discharge the same out doors is not so easily done, as many forces of nature must be overcome, and the most serious is the difficulty of regulating the flow of heated air against the air pressure outside. I think all who have given this matter thought have come to the conclusion that no school building can be successfully heated by the gravity system, and that a forced draught is the only means of forcing to opposite parts of buildings a sufficient amount of heated air. To insure proper ventilation, it is conceded, a large volume of moderate heated air is much better than a smaller volume of higher temperature. Therefore, I have come to the conclusion that every school building constructed should have a forced system of heating, and in the end it will be found to be cheaper, as much fuel is wasted and many furnaces burn out in trying to force heat directly opposite from where it should naturally go.

The question of proper sanitation is an equally important feature in school house construction. Assuming that the basement is constructed as outlined in the beginning of this paper, the proper location of the sanitariums is in the basement and they should be constructed so that all ventilation is downward and outward through ventilating flues. One important, and to us in Utica a recent innovation, are the ventilated urinals. The members of our board are of the opinion that no school building is complete without them. We are so strongly convinced as to their efficiency that many of our older buildings have been equipped with perfect ventilating closets and urinals, distinct and entirely separated from the ordinary ventilation, having their own separate stack heater and flues, so that all odors are carried downward into ducts and conveyed out of doors without the slightest mixture with air in the room.

The remodeling and enlarging of the older class of building is a very perplexing question and is often attended with more work for school boards than the construction of new buildings, and it is to be regretted that in every city there are a number of good school houses, as far as the buildings are concerned, but entirely unfit and will continue to be while they exist. They lack almost everything needful—light, proper heat and ventilation. Must this condition remain for many years because mistakes have been made? Is it just, in this progressive age, to injure our teachers and children by forcing these conditions on them? I think not. It is better to take the matter in hand, and ask that our cities be bonded, so that at once every school house may be put in a healthful, sanitary condition, so that all children shall have equal chances while passing through the period of their lives which can never be recalled or mistakes made, rectified.

After the reading of the paper, Mr. Bruce pointed out the parts in the paper capable of profitable discussion.

Mr. J. H. Thiry dwelled upon the value of school house sanitation.

Mr. Beal of Oneida raised the question of a closet system where no sewerage system existed. He believed that all matters pertaining to heating, ventilation and lighting ought to be fully determined before building is begun. He believed that every school house ought to be equipped with a bicycle room in the basement. Cloak rooms ought to be on the inside. The most important duty of the school board is the selection of an architect. Believed that school boards ought to recognize the ideas promulgated by the state superintendent.

Mr. Bradley of Lockport stated that he was fortunate enough to come from a city that discarded an unsanitary building worth \$30,000, and erected in its stead a modern structure costing several times that sum. Investigation, he held, ought to be made, that will lead to fixed, definite legislation on the subject.

Mr. Schauffler of New Rochelle held that the discussion ought to assume more definite shape; that a committee ought to be appointed who should report suitable resolutions embodying recommendations for state legislation. He believed that school boards should practice the same common sense in the construction of school houses that the individual members exercise in the building of a home. He did not believe in ready-made school houses. The little red school house, as well as the spinning wheel, is gone.

Mr. Mager of Cortlandt asked what system of heating Mr. Hughes recommended. Mr. Hughes refused to recommend any system.

Mr. Brandegee believed in the efficacy of appealing to legislation. The Massachusetts law was a good one. Certain conditions ought to be exacted in the construction of school buildings. The quantity of fresh air to be infused into every school room ought to be stipulated; also the quantity of window space.

Mr. Bradley moved the subject be referred to the legislative committee with instructions to report.

President Williams of Dunkirk held that school buildings enhanced the value of the surrounding property—providing the school buildings were attractive. Recommendations made by this body, he believed, would receive recognition by the state educational department.

Dr. S. T. Birdsall of Glens Falls called attention to the importance of some unification in the school laws. Defective vision among pupils is alarmingly increasing. The coloring of walls, the size of type in school books, etc., should be looked after.

Mr. Brandegee moved that a special committee consisting of Messrs. Hughes, Schmid and Bradley be appointed; that they draft suitable resolutions covering the definite requirements in school house legislation. Mr. Turner from Auburn moved an amendment that the special committee be added to the regular legislative committee.

Carried, and meeting adjourned.

SECOND SESSION.

The second session was opened Thursday at 10 o'clock A. M. by President Williams.

The treasurer, Mr. John Garvey, submitted the following report:

RECEIPTS.

Oct. 20, 1898—John H. Bradish...	\$94.00
Mch. 17, 1899—J. Phil. Bannigan..	33.00
	<hr/> \$127.00.

DISBURSEMENTS.

To School Board Journal.....	\$30.00
J. Phil. Bannigan.....	47.14
H. P. French.....	1.50
	<hr/> 78.64

Balance	\$48.36
Receipts—Present meeting	51.00
	<hr/> \$99.36

Expense—Printing, etc	31.50
	<hr/> \$67.86

The report was received and placed on file.

The chair then appointed the following committees:

Nominations—Messrs. Brandegee, Garvey, Bruce, Birdsall.

Auditing—Messrs. Hughes, Ten Eyck, Beal.

Resolutions—Messrs. Schauffler, Sandford, Bradley.

Conference with Superintendents—Messrs. Bennett, Jewett, Turner.

The committees were instructed to report before the close of the afternoon session.

Mr. W. A. Choate, of Brookview, then read a paper on "The Township System."

The Township System of Schools.

BY W. A. CHOATE, BROOKVIEW, N. Y.

In taking hold of so momentous a question as "The Township System of Schools," I confess, as a humble citizen, to no little embarrassment in view of the fact that the subject has been so fully and ably treated in recent years by many of our leading educators who have given the matter close and thoughtful study. My first impulse is to say, what is the good of discussing the subject further? It's an admitted fact by those most familiar with our present school system that one of the crying needs of the day is a better system; and it is likewise admitted that the township system is a long stride in the right direction. Why not, then, adopt it and be done with it? True, objections to such a step, and some fancied serious ones, are advanced by those who should have better sense. A good stiff breeze would carry every obstacle farther out to sea than either the Columbia or the Shamrock would drift in a thousand years.

Coming now to the pros and cons. While it will not be easy to find many points to advance that are altogether new perhaps, we may derive some good from a little revision of those heretofore advanced, and at the same time hit now and then a shell not yet exploded. In attempting this task I will first divide my remarks into three parts, viz.:

1st. What is to be gained by adopting the township system?

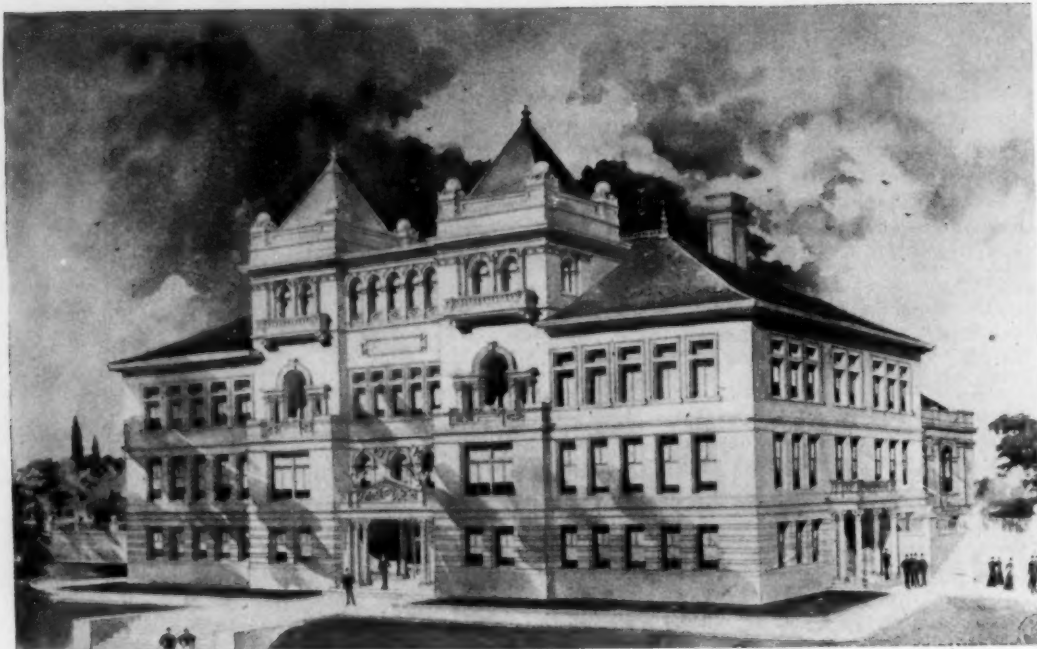
2d. What are the objections advanced to such a system, and by whom?

3d. How can such a system as will meet with general approval be framed, and how obtained?

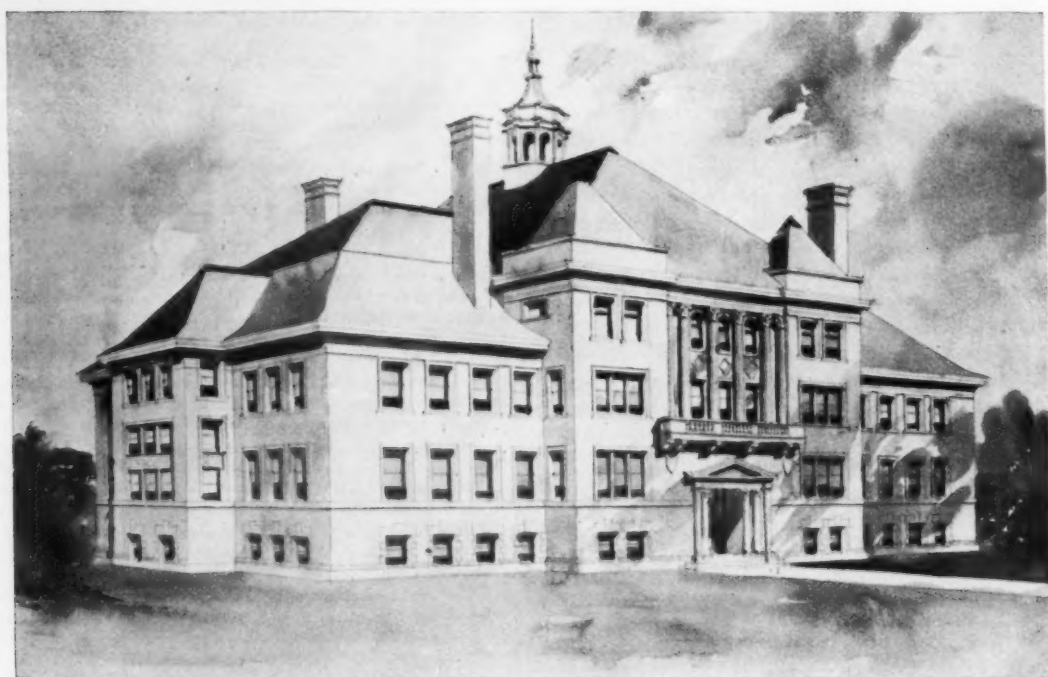
In taking up the first query, "What is to be gained by adopting the township system?" I will call your attention to the last annual report of our state superintendent of public instruction, which shows that over five hundred thousand school children, or fully one-third the school population of the entire state, reside in the commissioner districts, outside the cities. The same report shows an average annual expenditure per pupil in the districts of about \$14, and in the cities of about \$21. Is it fair and right to give the city children 50 per cent. more benefits than the rural or district children receive? From the same source I find that the average daily attendance of the city children is only about one-half the full number of such children, while the average daily attendance of the rural children is more than three-fifths of their full number, from which it will be seen that the latter improve their meagre school privileges to a commendable degree as compared with the former, with their unlimited advantages. Why should not the rural children who show this eagerness for a ripe education be granted the benefits with which their city brothers and sisters are favored? True, they may attend some good city or village school if their parents happen to have the necessary influence and ready cash to secure admission, but the great majority of them have neither. This remedy for the present evil is of about as much service to the rural children as would be a gold mine in South Africa. Not only this but most of the few who might afford such benefits are deterred from obtaining them owing to the diffidence they feel at entering such a school at the age when through with their own mixed or ungraded apology of a school. Further, a boy or girl reared in the country should be allowed to secure his or her complete education, except in the higher institutions of learning, in the community where reared, among their own early associates and friends. That the influences for good sound scholarship and citizenship—a healthy body and mind—are better there than in the multi-mixed population of our cities, goes without saying. Under our present system, however, thousands of our brightest boys and girls are annually "graduated" from our rural schools with just enough education to make expert horse jockeys and flippant spinsters. Of course, there are many exceptions.

Again, I find from the latest department statistics that about thirty-three hundred school districts in the state show an average attendance of ten or less pupils each, running from ten down to only one. These weak districts draw the same quota of public money as the stronger ones—one hundred dollars each or three hundred and thirty thousand in the aggregate—and give their children next to nothing in return. No argument is needed to show even those who won't see what sort of schools can be maintained where the pupils are so numerously scarce. Efficient teachers cannot be obtained for such schools and would not remain efficient through a single year if they could. The wages paid and the opportunity, or lack of it, for advancement will not attract good teachers. Only four counties in the entire state are exempt from schools of this class, the average for the other counties being about sixty such schools to each, ranging from one in the county of Rockland to 172 in the county of St. Lawrence. Now I say it's a reproach upon those who have it in their power to correct this evil that such conditions should be allowed longer to exist. Is there any good reason why these school districts should not be consolidated so as to secure schools of sufficient size to properly grade, and warrant the employment of an efficient corps of

(Continued on page 9.)



MODEL SCHOOL HOUSE DESIGN FOR SLEEPY EYE, MINN. F. D. Orff, Archt., Minneapolis, Minn.



MODEL SCHOOL HOUSE DESIGN. F. D. Orff, Archt., Minneapolis, Minn.



MODEL SCHOOL HOUSE DESIGN. F. D. Orff, Archt., Minneapolis, Minn.

Sanitary Schools.

Dr. J. N. Hurty, secretary of the Indiana state board of health, gives the following standards for sanitary school buildings: "Site should be high and dry and well drained. Dry and clean paths or walks should lead to the building. Building should not be dilapidated or in bad repair, and should be at least three feet above the ground and easily entered by low steps. No dampness should be discoverable. Light should be from one side only, and not by opposite windows, as they cause cross-lights, which are always detrimental to proper seeing and bring eye-strain, with nervousness and debility through reflex action. Ventilation should be by ducts of sufficient capacity to remove from near the floor all bad air. Ventilation by windows and doors is impossible without draughts, and between draughts and foul air there is no choice.

"Warming should never be by direct heating stoves or radiators, but by ventilating-indirect-radiating stoves or furnaces. If a school room is heated directly by stoves, school money is thrown away and health endangered. When heating is by stoves, the children near them are usually overheated, sometimes perspiring, and made uncomfortable, and this prevents study and progress. The children away from the stove are cold and uncomfortable, and they can't study and advance as they should. Both overheating and chilling engenders disease. Why surround children with conditions preventing progress and which endanger health?

"Desks should be of right shape and size to prevent discomfort and possible deformity. Blackboards should be a dull black, absolutely without reflection of light, and never placed between windows, forcing the children to gaze directly into the light. The school house should be clean, walls tinted a neutral color, and have a special, well-lighted, well-ventilated and warmed cloak room. The water supply should be pure, abundant and accessible. Out-houses should be separate for the sexes, approached by good walks, and be in every way decent."



NEW SCHOOL (ARVERNE), BROOKLYN, N. Y.

Plans and specifications for which were drawn by G. A. Edelsvord, of Manhattan. The plot of ground is 100x125 feet. The ground measurement of the building is 75x65 feet, covering an area of 4,875 square feet. The foundation is of bluestone underground, with the basement walls of Indian buff limestone. The first and second stories are of Roman buff brick, with trimmings of rough stone, molded brick and terra cotta. The roof is of Spanish tile.

The basement contains the play rooms, toilet rooms, furnace and boiler rooms. On the first floor are situated four large, well-ventilated and lighted class rooms, cloak rooms, staircase, halls and a large main hall twelve feet wide. The width of the main entrance is twenty-five feet. A large corridor on the second floor connects two class rooms, a well-lighted library eighteen feet square, a teachers' room and an assembly

room, 28x60 feet, with a gallery 9x28 feet at one end and a stage or platform 14x28 feet, at the other. Two large dressing rooms are built just off the stage. This assembly room has a seating capacity of 200, and the method of construction has been carefully designed so as to secure the best acoustic qualities. The assembly room will also be used as a gymnasium.

The general interior finish is ash. All the floors, with the exception of the basement, are of narrow pine boarding. The ceilings are of pressed and molded metal, thus giving a decidedly pleasing effect. The staircases have iron stringpieces filled with hollow, fire-proof brick, and have slate steps and landings. The class rooms average about 24x30 feet. The building will be heated by the dry air system, while gas and electricity will form the combination for lighting the school by night.

The blackboards will be an entirely new composition. The scholars will have individual desks and chairs, the latter being so arranged as to admit of a scholar moving around in any position without raising a seat or disturbing his or her classmate. This is in accordance with the present state law.

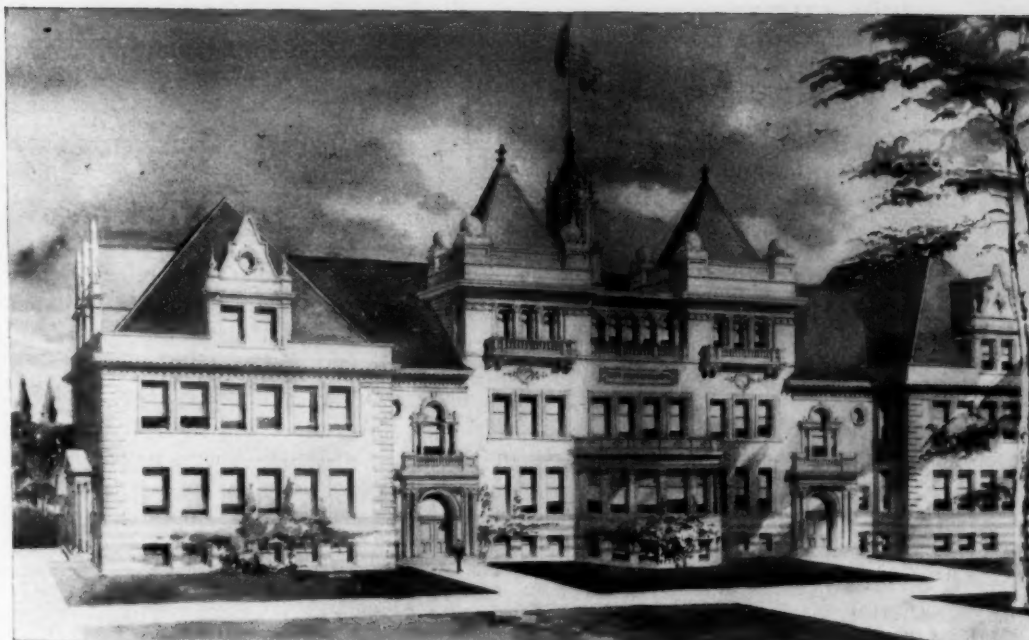


NEW CENTRAL SCHOOL, (HOLLANDS) BROOKLYN, N. Y.

The plot of ground is 175x352 feet. The foundation is of limestone and the walls are faced with light bluff brick. The trimmings are of terra cotta. The building has a frontage of 156 feet and will vary in depth from 75 to 150 feet, covering 15,000 square feet of ground. It is two stories high, with a large basement, containing two gymnasiums and play grounds. The main entrance is reached by a short flight of stone steps, on both sides of the porch. This entrance is ten feet wide. Beyond the vestibule is an octagonal rotunda in the central part of the building, twenty-five feet in diameter, and branching off from it are three main corridors leading to different parts of the building. Four doors enter directly into the class rooms. On the first floor, which has five entrances, are eight class rooms, a large library, property room and the principal's room. The second floor contains six class rooms and two teachers' rooms. The large assembly room, 56x72 feet, with a seating capacity of 700, occupies the central part of the southern end of the building on the second floor. It has a large truss roof, with the ceiling thirty feet from the floor. The class rooms, of which there are fourteen, average about 24x32 feet. The interior finish will be ash.

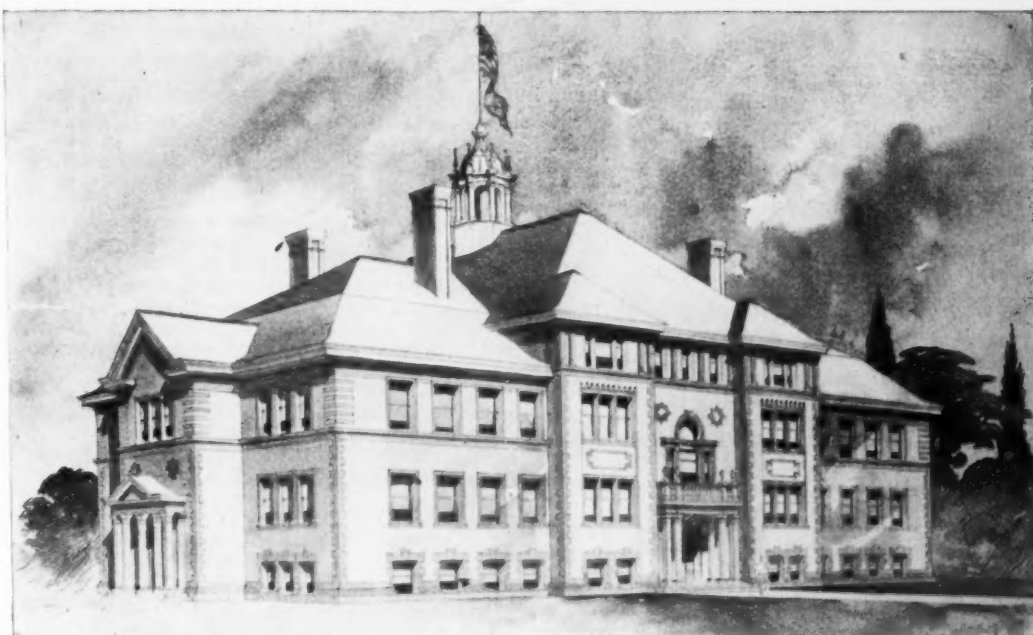


PROPOSED NEW SCHOOL HOUSE, DALLAS, TEXAS.



MODEL SCHOOL HOUSE DESIGN.

F. D. Orff, Archt., Minneapolis, Minn.



MODEL SCHOOL HOUSE DESIGN.

F. D. Orff, Archt., Minneapolis, Minn.



HIGH SCHOOL BUILDING, BROOKLYN, MASS. COST \$200,000.

Andrews, Jacques & Rantoul, Architects.

THE AMERICAN School Board Journal

DEVOTED TO
School Boards, School Officials and Teachers.

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A SCHOOL BOARD CONVENTION.

The present number of THE AMERICAN SCHOOL BOARD JOURNAL is somewhat crowded by the official report of the meeting of the New York State Association of School Boards. This necessitates the omission of some of the popular departments which have made this journal such a favorite.

This omission is, however, amply made up in the interest and value of the report. The proceedings include several papers that should be read with care by every school official. They are timely and cover topics that claim the attention of school boards everywhere.

The proceedings will also be published in pamphlet form. Extra copies may be obtained by addressing Secretary Harlan P. French, 24 State street, Albany, N. Y.

POLITICS AND EDUCATION.

With a view of promoting the study of political and economic questions of the day, Hon. W. H. Thompson, national committeeman, Grand Island, Neb., has propounded a series of questions which are given below. Five hundred dollars in cash and scholarships in Nebraska educational institutions are to be distributed to competitors in that state.

The contest is confined to people living in Nebraska, and is open to men and women and boys and girls of all ages.

LIST OF QUESTIONS.

First—What is the true purpose of human government?

Second—What is the difference between a statesman and a politician?

Third—What is meant by a "class" of people under the head, "An Elementary Principle?"

Fourth—What, in your judgment, is a normal supply of money for the United States?

Fifth—What is bimetalism? Give its essential elements.

Sixth—What is the cause of the fall of prices?

Seventh—What is the effect on civilization where there is a fall of prices continuing through a long period?

Eighth—In what way are trusts connected with the financial question?

Ninth—Does a cheap interest rate on money signify that money is cheap in an exchangeable sense?

Tenth—What effect will the use of ostracism and abuse in the discussion of public questions have in a republic?

Eleventh—How would you establish a stable monetary system?

Twelfth—What, in your opinion, is the remedy for trusts?

COMMERCIAL EDUCATION.

The foreign office has published a series of reports from British consuls stationed at the various centres of the United States on the subject of American commercial education, supplemented by a memorandum by the distinguished commissioner of education in Washington, Dr. William T. Harris, says The London Chronicle. The subject of commercial education is intended to include what we call technical industrial training, and also instruction in "business" methods, such as banking, bookkeeping, engrossing, commercial law, commercial geography, and office duties. Every traveler in America has noted the immense numbers of institutions called "business colleges" to be found in the leading thoroughfares of every city. Dr. Harris tells us that these had their beginning over half a century ago. Their range was narrow but useful. In 1870 reports were received at Washington from twenty-six such colleges, which number had increased in 1880 to 162 with over 27,000 students, and in 1890 to 263 with nearly 79,000 students. The demands for stenographers and typewriters, Dr. Harris thinks, produced this rapid expansion. But since 1890 many private colleges and other educational institutions have placed "business" in their courses, and the number of students in the business colleges has declined. It seems that no fewer than 172 universities and colleges have taken up this subject, but to only a limited extent.

Three universities have made elaborate provision of the teaching of what may be called the "higher business." The Wharton school of finance connected with the University of Pennsylvania has secured a world-wide reputation, its course extending over four years, and including political economy, economic geography, money and banking, history of law and legal concepts, public finance and transportation, theory and geography of commerce, and the German language. Probably no such well-organized commercial science institution exists elsewhere. It seems that the newly organized universities of California and Chicago have followed in the steps of Pennsylvania, California presenting "an opportunity for the scientific study of commerce in all of its relations," and Chicago having last year opened a "College of commerce and politics," with an extensive curriculum. The public high schools in most of the great cities are also organizing scientific commercial training.

TEACHER AND THE WHEEL.

The school board of Scranton has been seriously considering the question of bicycle riding by the lady teachers, some members of the board having raised objection to this practice. They argue that the position of a lady on a bicycle saddle is undignified and unwomanly, while the short skirts of lady riders are next

door to scandalous. There are women who do not look well on a wheel, says an exchange, and there are those who wear skirts that are not cut at the suggestion of modesty, but unless the Scranton teachers are all in one or other of these classes, the strictures upon their conduct as bicycle riders are altogether too severe and, therefore, unreasonable and unjust.

The wheel is a very useful vehicle, and there is no reason why its use should be denied to women, even to women teachers. The fact that an occasional female bicyclist looks like a bag of cabbages awheel is no argument as against the sex's employment of this convenient means of locomotion, and an objectionable skirt invites condemnation only of the woman that wears it. When it comes down to a test with a view to selecting the fittest for survival, we should fancy the Scranton public would not be long in choosing as between the lady teachers who avail themselves of the advantages of the wheel and the school trustees who condemn the practice.

THE EDUCATIONAL PRESS.

The meetings of the Educational Press Association of the United States are held twice a year. Once during the meeting of the Department of Superintendents and again in July when the National Educational Association holds its annual session.

These semi-annual sessions of the press contingent never consist of the same membership attendance. Those who attend the winter meetings do not always attend the summer meetings, and *vice versa*. The consequence is that a different set of men is in attendance at every session and the continuity of the association's labors is lost.

We would suggest that the "press gang" convene during the summer meeting of the N. E. A. like all other departments. One session a year is sufficient.

The fake editions of the old Webster Encyclopædia dictionaries still make their appearance here and there. We sometimes imagine that the public by this time knows all there is to be known about these books; that they are photo-engraved reproductions of an old edition which is not used anywhere or by anybody—except the most ignorant; that people are misled into the belief that they get the genuine article. When we see these showy-bound, bulky dictionaries—printed on wood pulp paper, finished like a nutmeg grater, with a murky, muddy, inky ink—exposed in shop windows, we begin to believe that all fools are not yet extinct. At any rate, the dealer who exposes these bound volumes of condensed cheek, deception and rascality, must necessarily imagine that a few fools are still among the living, and that they may stray into his store and invest in a "fake" dictionary. Let us say right here that no reputable dealer will promote the sale of these dictionaries. He knows that they are an affront to public intelligence, and that he cannot afford to thus pass an adverse judgment upon his patrons.



Prof. A. F. Nightingale of Chicago has been honored with the Presidency of the Cook County (Ill.) High School Association.



Mrs. Helen Grenfell, State Superintendent of Public Instruction of Colorado, gives expressions to sentiments on the School and the Home.



President Samuel B. Huey and his Board of Education are taking active steps toward introducing a free lecture course for the winter months.



The President of the Chicago Board of Education announces that he stands for a commercial training in the public schools.

A School Board Convention.

(Continued from page 5).

teachers who shall give to these pupils the same advantages obtained in such schools already in existence in the cities and large villages? This is, in brief, what our rural schools are suffering for and must have. We now have far too many schools and too few scholars. Our system as a whole is conceded to be an excellent one, as viewed from the surface, but it never reaches the thousands of children for whom I am pleading. Long strides in advance have been made in recent years by our efficient and conscientious state department, hampered as it is with faulty and inconsistent school laws. New and just legislation is needed before the desired goal can be attained.

Coming now to the second query, "What are the objections advanced to the township system, and by whom?" Here I'm stuck, being at a loss to find more than one objection having even as much sense in it as did the farmer's colt on rainy days in wading into the stream up to its neck to get under the bridge out of the wet. Such as they are, however, I'll present them. It has been said that the adoption of the township system might carry our rural schools into the political chaldron. That's a good one and should have due consideration. Rather than see such a state of affairs I would say, by all means, leave the system alone and let our children get the little education they can under the present system. But will this objection hold good? Must the township system be also a political system? I will touch upon this feature again. It is also said that the township system would take away local control of the schools. That's a good one, too, if you think that way. It ought to take it away from any locality which will tolerate such schools as I have referred to. At the same time isn't it feasible to give every locality a voice in school affairs under the township system? The item of expense is another objection. I find, however, that other states which have adopted the township system report the actual cost of maintenance as less, once fully established and equipped, than under the district system. But what of the expense anyway? Why have any schools if they cost money? or, if we have any, why not have the very best money can procure? A state which invests twenty-five million dollars for a winter resort at Albany for its influential citizens and nine million at a single dip for an irrigation ditch and mule path through the state should not begrudge its children sufficient education to enable them to properly care for these legacies in future years. I admit they are not all influential or all mules, but when the question of school expense is raised in the face of such lavish outlays as these, it simply counts for nothing. Let the state come to the front with a liberal appropriation and put the new system on its feet. Invite the prisons, which have recently embarked in the manufacture of school furniture, to equip our schools at the actual cost. The question of conveyance of pupils to schools is another fancied objection. Many of the children have long distances to walk under the present system—too long for inclement weather—while under the township plan an organized system of conveyance would naturally follow, and thus do away with one danger to the health of many children under the present system.

Now let us turn to our sister states for a little light on the question in hand. The last digest of the public-school laws, issued by United States Commissioner of Education Harris, shows that at the present time less than a dozen states in the entire union still adhere to the district plan, all the others having either a permis-

sive or compulsory township or county system in full force; and who ever heard of a single one of them turning back to the old district plan? New York, the greatest state in the union in wealth and population, is hemmed in on three sides by the township system, and even our Canadian neighbors on the north have outstripped our present system. What do these states say of their township schools?

State Superintendent Stone of Vermont writes me as follows:

"A compulsory township law took effect in Vermont in 1893. It was a heroic act on the part of the legislature inasmuch as probably nine-tenths of the towns of the state disapproved of such a law. I am pleased to announce that to-day probably there are not three towns in the state that would vote to go back to the district system, on account of the benefits accrued under the town system. These benefits can be classed as follows:

"Better teachers, on account of more judicious selection on the part of school boards and a sense of greater moral support on the part of the teachers.

"Better schools, on account of better teachers. Better equipments and greater interest.

"More economical expenditure of school funds in the purchase of supplies, etc.

"Equalization in support of schools.

"A wiser administration of affairs.

"Under the district plan each succeeding committee-man felt constrained to maintain the school a shade cheaper than the previous officer, in order that he might live comfortably in the community. As a result the cheapest teachers were employed and the school buildings neglected.

"One further fact may be of interest from Vermont: The cost per pupil per week during each of the years of the town system has been less than in any of the last five years of the district system according to current expenses, which does not include construction or repairs."

State Secretary Hill of Massachusetts writes as follows:

"Our township law finally took full effect in 1882. That is, it became mandatory upon the entire state at that time. For a long time before, however, it was permissive. At the time the old school-district system was wholly abolished, in 1882, it was practically dead in a large part of the state."

I also quote from a circular of general information sent me by Secretary Hill:

"In the year 1893 Seymour Rockwell, the veteran school committeeman of Montague, said: 'For eighteen years we have had the best attendance from the transported children; no more sickness among them and no accidents. The children like the plan exceedingly. We have saved the town at least \$600 a year. All these children now attend a well-equipped school house at the center. The schools are graded; everybody is converted to the plan. We encountered all the opposition found anywhere, but we asserted our sensible and legal rights, and accomplished the work. I see no way of bringing the country schools up but to consolidate them, making them worth seeing; then the people will be more likely to do their duty by visiting them.'"

From another locality comes this suggestive statement:

"Once when a man wished to sell his farm he advertised 'A school near.' Now he advertises 'Children conveyed to good schools.' Farms sell more readily."

State Superintendent Baxter of New Jersey writes: "The township school law was passed by our legislature in 1894. At first there was considerable opposi-

tion and an attempt was made in the legislature of both 1895 and 1896 to repeal the law. This attempt, however, failed. The law is steadily increasing in favor and there is practically no opposition to it. I was not the state superintendent at the time of the passage of the township law, and at that time and when I first took office I was very doubtful as to the advisability of such a law. A short experience in the office, however, convinced me of the advantages of the township system and the more I see of its working, the more I am convinced that the change from the district to the township system should have been made years ago."

I quote from a New Jersey circular of information:

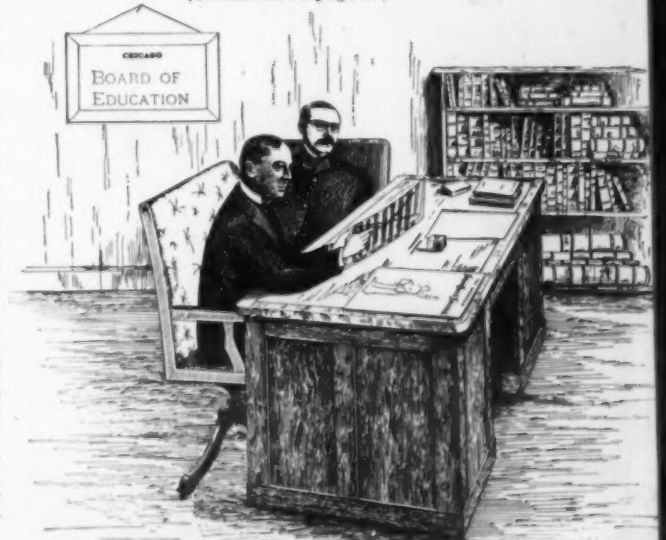
"The township advantages may be briefly summarized, viz., equal school privileges for all, equal school burdens for all, better school buildings, better school equipment, longer school terms, better qualified teachers, better school supervision, increased attendance and interest, and, in addition to all, more economical school expenditures. The department has on file nearly one thousand opinions gathered from every state and territory in the union, and including nearly every prominent educator in the country. In this great body of expert opinion there is not a dissenting voice. All commend the township system."

Deputy State Superintendent Stewart of Pennsylvania writes:

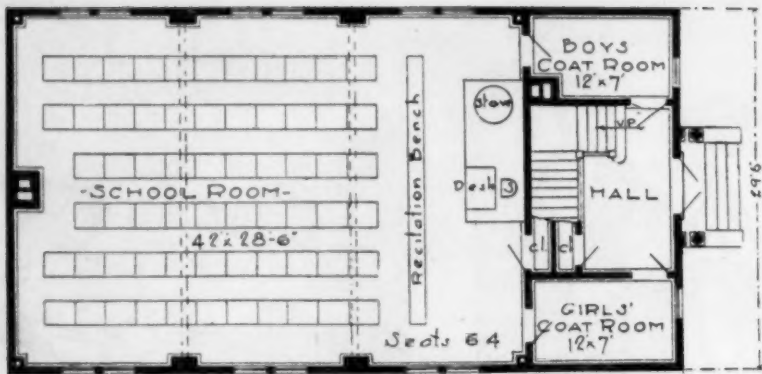
"In Pennsylvania school districts consist of cities, boroughs and townships. The only exception to this is in the case of independent districts established by an order of the court on petition of citizens. The fewer we have of the independent districts the better we are off. Our system is entirely satisfactory."

So much for the testimony of some of the states on our borders. I will now proceed to look for those who oppose a township system for our own state. It has been said that the railroads do, owing to the anticipated additional taxes. I have letters from two of the leading lines in the state and while both are somewhat non-committal, on the ground of unfamiliarity with the subject, neither indicates the slightest opposition to such a system.

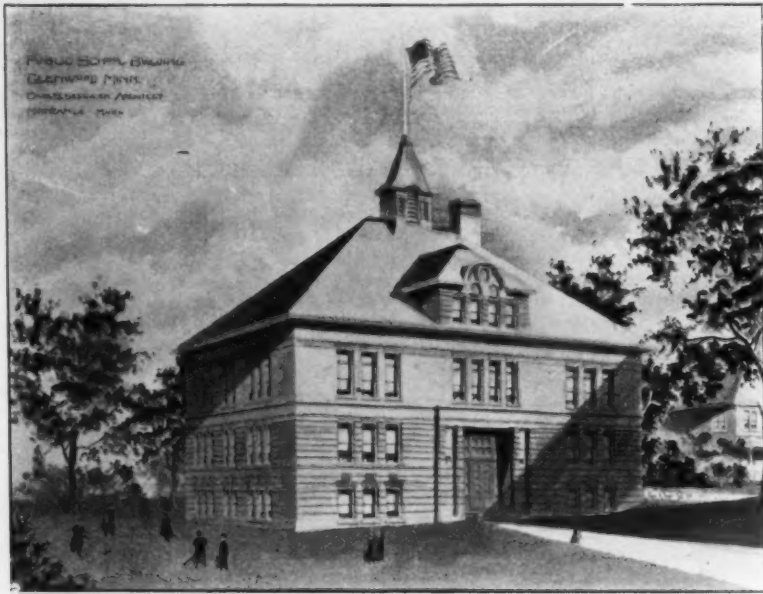
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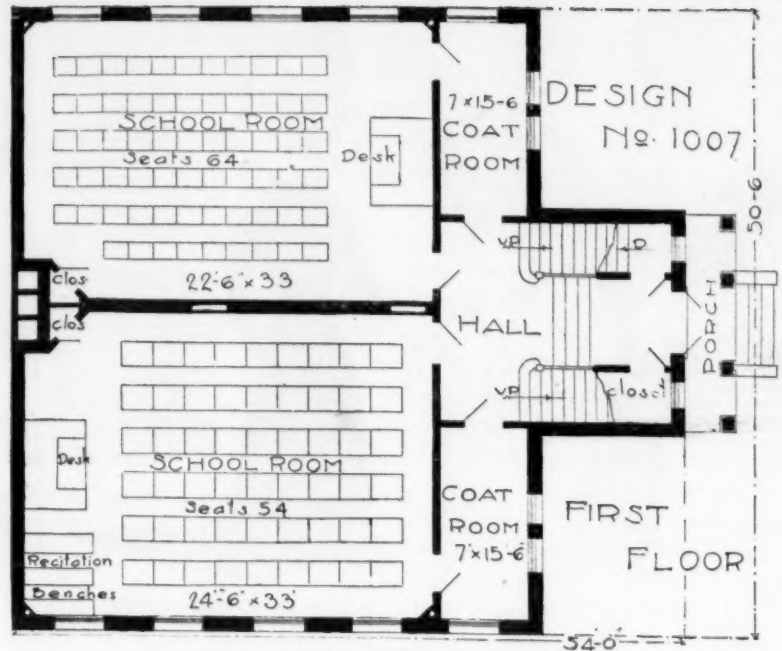
Superintendent Andrews strikes out Kipling's "Recessional" as being objectionable in the school room.



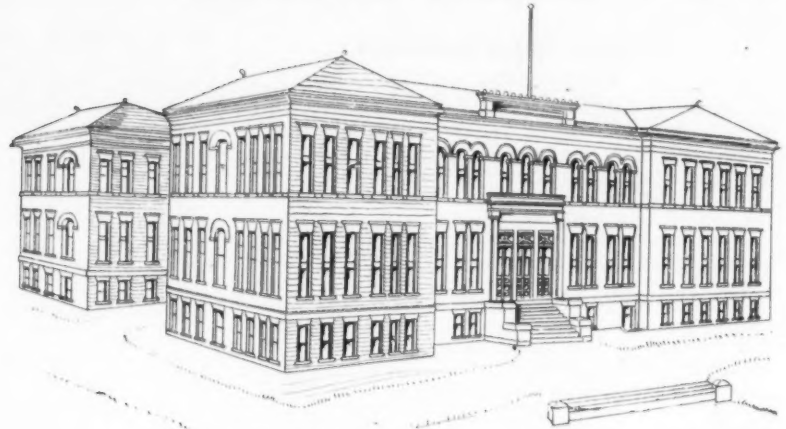
FIRST FLOOR Second Floor Same.
FLOOR PLAN FOR TWO ROOM BUILDING. No. 1,005 Keith Series.



NEW SCHOOL BUILDING, GLENWOOD, MINN.



FLOOR PLAN FOR FOUR ROOM BUILDING. No. 1,007 Keith Series.



PROPOSED HIGH SCHOOL, COUNCIL BLUFFS, IA. J. C. & W. Woodward, Architects.

Model School House Plans.

The Keith school house floor plan, No. 1007, provides for a four-room school building to be erected in brick. It is intended that the upper floor shall be arranged the same as the lower. Thus providing a seating capacity of about 200. Class rooms are lighted from one side only. The heating system includes a steam plant, but a reduction of \$350 from the estimate given below can be effected by substituting a furnace instead.

Below is an itemized statement of the cost:

DIVISION OF WORK.	
Mason work	\$3,100
Plastering	350
Lumber and mill work	900
Carpenter labor	850
Hardware	150
Painting	200
Heating and ventilating	800
Plumbing	300
Tin work	100
Hardwood floors	200
Miscellaneous	400

Total\$7,350

The Keith model school house plan, No. 1005, providing for two rooms, can be carried out for the sum of \$1,900. The upper floor is the same as the lower. It is here urged that a small furnace should be used instead of stoves. The expense of a full basement, in addition to the \$200 already included for the ventilating, would be about \$170, while the cost of the furnace and ventilating system would be about \$145.

Below is an itemized estimate of the cost, exclusive of desks:

DIVISION OF WORK.	
Mason work	\$200
Lumber and mill work	750
Carpenter labor	400
Hardware	60
Painting	150
Tin work	30
Hardwood floors	25
Plastering	185
Miscellaneous	100
Total	\$1,900



MODEL SCHOOL HOUSE DESIGN.

F. D. Orff, Archt., Minneapolis, Minn.

Akron, Ia. The annual report shows that the average cost to educate the pupils attending the public schools is \$1.50.

Greater New York, N. Y. The estimated need for school support has been placed at \$17,054,916, which is an increase of \$4,014,863 over the amount allowed for the support of the school system for 1899.

Columbus, O. Supt. J. A. Shawan has prepared a list of all the schools, the number of rooms in each building used for school purposes, and the number of pupils attending each.

The South Bend School.

This building is to include the primary as well as grammar grades. The floor plans, which we reproduce on this page, form an interesting study. The third floor has an assembly room 57x63 feet, exclusive of the stage.

The material used includes red brick, blue Bedford stone, slate roof. Interior finish, quarter-sawed oak. Heating, indirect steam. Play rooms and bicycle rooms in basement.

The architects are Dirham & Schneider of South Bend, Ind.

The Rockaway Park school house, covering a ground measurement of 75x125 feet, will be a three-story and basement brick and stone structure, with a slate roof. The first floor contains a main hall, 20x20 feet, three class rooms, two coat rooms and a teachers' room. On the second floor are three class rooms, a teachers' room and four coat rooms, while the upper story contains five rooms, two of which are class rooms and three coat rooms. The sanitary, heating and lighting appliances will be similar to those used in the other school houses.

Allegheny, Pa. The school board of the Tenth ward has the taxpayers of that locality much excited. The board wants a new school building, and the taxpayers, or a considerable portion of them, at least, do not want to pay for it.

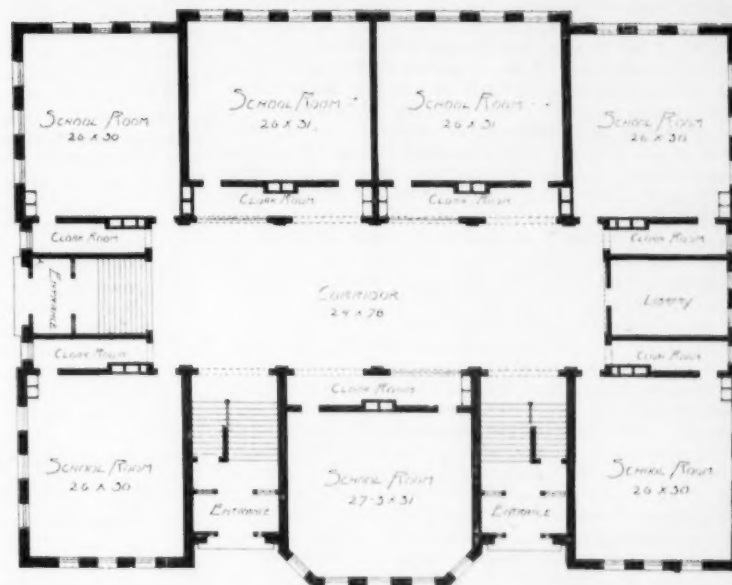
Kewanee, Ill. Hereafter the school buildings will be designated by names of men who have been prominent in the history of the country.

Seattle, Wash. The school board has raised the tax levy from three and a half mills to six mills on the dollar.

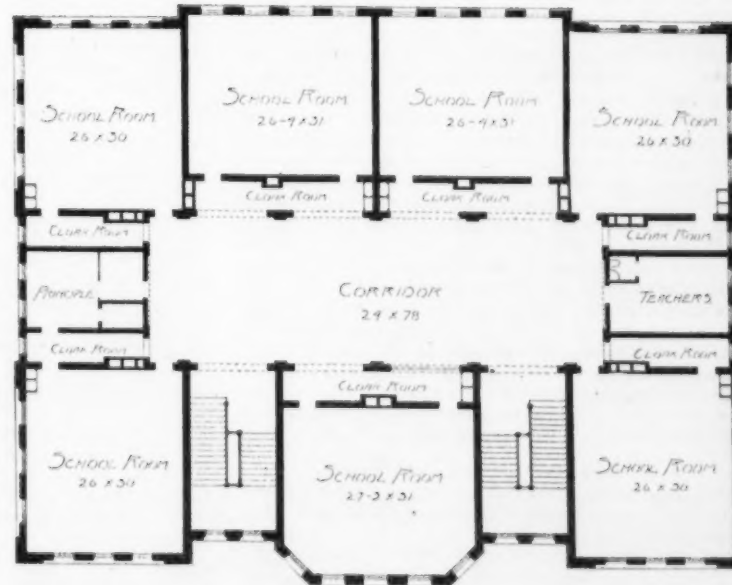


NEW LAUREL SCHOOL, SOUTH BEND, IND.

Dirham & Schneider, Archts.

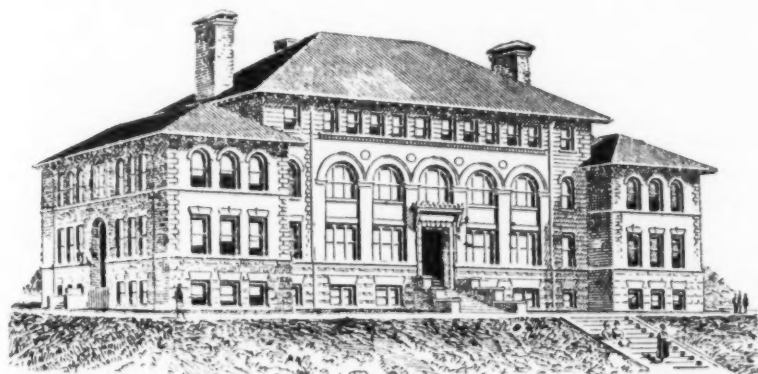


FIRST FLOOR PLAN



SECOND FLOOR PLAN

LAUREL SCHOOL FLOOR PLANS.



NEW STATE NORMAL SCHOOL BELLINGHAM BAY, WASH. COST, \$40,000.



NEW ROCKAWAY PARK SCHOOL, BROOKLYN, N. Y.

A School Board Convention.

(Continued from page 9.)

The school-book publishers, too, have been said to oppose it, or at least some of them. I have asked an expression from six of the leading publishers with the following result: Two have made no reply, two are non-committal, and two heartily approve such a system.

Now we come to the farmer class, and here you get opposition that is opposition. They don't need it, don't want it, and will not have it; and yet they are the very ones who would reap the greatest benefits from such a system. It's the old story—"what was good enough for them in their school days is now good enough for their children," and all that. There are many exceptions in this class, but as a whole they are strictly "agin" any movement that is likely to hit their hard-earned dollars. We cannot exist without the farmer, however. He provides our daily sustenance, is honest, industrious and frugal, and in turn we should provide him with proper school facilities for his children, even against his wishes. He will thank us for it later on. I am not a little pained, however, to find our genial friend from Broadalbin lined up with his brother farmers as cock sure that the township system will never, never do for us. Many of you will recall the stirring paper which he read before this association at Glens Falls last year, convincing five out of four of us that we should never again touch, taste or handle the township system. Having somewhat recovered from the shock myself, I beg leave, with the greatest respect, to call his attention and yours to an error or two which I am confident he will be glad to have corrected. I quote from his paper:

"It was the testimony of State Superintendent Corson of Ohio at the school commissioners' convention at Niagara Falls two years ago that the change in Ohio from the district to the township system had been a leveler and not an elevator, and that the law was objectionable in that it had led to the reduction of teachers' salaries and taken away from the people the power of local control."

Mr. Corson writes me as follows:

"The quotation contained in your letter of Sept. 30, tells the truth in part, but it does not tell all the truth by any means. Personally, I am decidedly in favor of the township system and did all in my power while state commissioner in Ohio to secure the passage of a law providing for a township board of education, composed of one director from each district, elected by the people of that district. It went into effect in the midst of the hard times, and in many places the salaries were reduced as a result of the hard times. The cause of this law was assigned to the law by many persons. I think I can truthfully state that wherever the law was enforced in the proper spirit it has worked successfully."

I quote again from the same paper:

"Andrew S. Draper was superintendent of public instruction in the State of New York for six years. During that time he argued for the township system, but years afterward, when, as a student of educational economy, he had observed the educational system of Ohio while superintendent of schools in Cleveland, and as president of the University of Illinois he had been able to intelligently pass upon the product of the township schools of that state, in an address delivered before the National Educational Association in the City of Buffalo, in July, 1896, says: 'Taken altogether, the educational organization set up by this state (New York) is very much more complete than that of any other, and the educational work which the state government is carrying on directly is very much more general, exact, and effective than anywhere else in the land.'"

Mr. Draper writes me as follows:

"I have never said much about the township system in the State of New York. While I was superintendent I did not advocate it. On one occasion I permitted, in the annual report, a mild commendation of the proposition. There was nothing in the Buffalo address to which you refer which was intended to be for or against it. The fact is, that I think a change from the district to the township system would be likely to prove advantageous if it could be made without too much opposition."

I quote once more from the same paper:

"Last winter the Canadian minister of education, Mr. Ross, inspected the educational systems of the states with a view of profiting by those things which could be turned to advantage of the schools of the Dominion, and returned home to write a book, selecting our system as the one superior to all others, affirming that no part of this Republic, not even Massachusetts, presents a more valuable study to the educationalist than New York."

Minister Ross sends me the following communication:

"The report to which you refer, while mentioning many very commendable features in the New York school system, did not intimate that it was 'superior to all others.' The opinion was expressed, however, that in no part of the Republic, not even in Massachusetts, was there presented a more valuable study to the educationalist. No opinion was given to the effect that the district system was superior to the township system."

Comment on these refutations is needless. A look

through the right end of the telescope shows these three noted educators on the right side of the township question.

In taking up my third and last query: "How can a township system that will meet with general approval be framed, and how obtained? This question is a poser, and yet, from my own observations from various standpoints for some years past, I can find no serious obstacle to a plan of organization about as follows:

First. I would suggest a township board composed of one member from each of the present districts, elected by the people of the respective districts in the same manner as at present except that the term should be for not less than three years. So far, this is about the Ohio plan, as I understand it. A board of this size is too large for every-day use, however, and I would limit its functions, choosing from this board by ballot or lot, from five to seven members as a working board. I would provide for an annual meeting of the full board and fix the following duties: Consolidate the schools of the town so that no school should have less than twenty-five pupils. Preferably twice that number, but that as a minimum. No school already having twenty-five or more pupils in regular attendance should be disturbed except by unanimous consent of the board. This would virtually leave the small village schools alone. Make up the budget for the school year. With these duties performed I would then leave the smaller board in full control of the schools; the other members merely acting as advisory members for their respective districts. This plan would still leave a "city father" in each district to have a general oversight of its children. This plan, I believe also, overcomes the objections as to politics and local control. The matter of expense and conveyance will take care of themselves. I venture to suggest this plan merely as an outline. The details are an after consideration. In my own town we now support fourteen schools, while we should not exceed six, and under the proposed plan I am confident that we could readily bring about the consolidation. Probably this is a fair average throughout the state.

I might add that I would retain the present commissioner system, providing proper qualifications for the office and a salary sufficiently large to command them.

A word as to how the township system can be obtained: How do we secure laws year after year, anyway? Some of them at least are the result of organization and hard work. You, who are favored with commodious, handsome and well-equipped schools in populous communities, should roll up your sleeves and lend your rural cousins a helping hand. The state department, through its large force of subordinates, should take up the fight with such energy as to inspire every commissioner, teacher and pupil, and parent as well, with a lasting township sentiment. The proper effort on the part of those who have it within their power to bring about a popular township system of schools in this great Empire State should see the system an established fact at the opening of the dawning century.

The chair then announced that, instead of discussions, he would request the reading of all papers first.

Mr. Wm. Geo. Bruce then read a paper on "Imperialism in School Administration."

Imperialism in School Administration.

ADDRESS BY WM. GEO. BRUCE, EDITOR OF THE AMERICAN SCHOOL BOARD JOURNAL.

The subject of school administration has received more attention at the hands of educational bodies and educational journals within the past few years than ever before. The organization of school board associations and the publication of periodicals devoted to boards of education has had the tendency to throw much light upon a subject which had heretofore received but scant attention, and then at the hands of the school master only.

Now the members of boards of education come forward and discuss the problems which are so vital to the successful government of a school system. This is as it should be. While we feel grateful to the schoolmaster for some of the pioneer work rendered by him in the interest of school administration, we believe that the task should be undertaken by school-board members themselves. It is they who should pursue the work of elevating the standard of school bodies and strengthen in efficiency their labors. Great service has already been performed by school-board associations. All phases of school administration have been subjected to the keen penetration of some of the ablest business and professional men now serving on boards of education. The light which has thus been shed renders clearer to us the real function of a school board, its rights, its prerogatives. It defines to us its relations to the public, the teacher and the pupil. The scope and the powers of a board of education have in every particular been more accurately fixed.

The attention which has been riveted to the subject and which has stimulated progress in school government has also enabled us to see the evil tendencies of the day, as well as some of the dangers which underlie them.

Centralization and imperialism seem to be the order of the day. An examination of the school legislation of

the past five years reveals a remarkable tendency in that direction. While the great commercial interests have found it possible in the absence of restrictive laws to form great combinations, the education trust promoters have vigorously promoted laws in the interest of centralized power and paternalism. There have been enacted laws which compel county or state uniformity of text books; laws which authorize a small body of men to tell every board of education in a state what books to use, and impose a heavy penalty for non-compliance. There have been enacted laws which have reduced school boards to a minimum and have enlarged the powers of the professional factors tenfold. There have been numerous attempts in the enactment of laws which would give certain educational institutions a monopoly of the supply of teachers. In fact, the entire drift of all this legislation has been towards centralization.

What does this tendency mean? What will it lead to? The answer is plain. It is a form of imperialism which is bound to culminate into the "one-man power" pure and simple.

It is the purpose of this paper to discuss briefly the meaning and ultimate effect of an imperialistic policy in school administration.

The public school system of the United States was conceived in a spirit of democracy. It has been reared in that spirit until this day. No one will dispute the fact that the public school system is the foundation of the Republic. No one will deny that the wonderful growth of the system has been due to the fact that the schools have always been near the people. And lastly, no one can dispute the fact that the tie between the people and schools has been bound in the school board. This body has always been representative of the people and through it the will of the people has found expression. The school board has been the legislative, executive and administrative factor in every school system. It has been directly accountable to the people and has shirked no responsibilities when it has, in conjunction with the superintendent, hired the teachers, provided a course of studies and adopted text books.

There are those to-day, however, who will tell you that this is all wrong; that the school board should provide school buildings and teachers' salaries only; that its functions do not extend beyond those of a building and salary bureau. They will also tell you that the school board has absolutely no right to concern itself with the adoption of text books, the preparation of a course of studies or the employment and dismissal of teachers. That all this comes within the province of the superintendent, who is henceforth to be made the czar of the school system.

There are those (and I admit that they are well meaning men, too,) who believe that a school system ought to be conducted on the plan of a mill or railroad—one man to have the authority to hire and discharge the hands, to fix salaries, etc.; in fact, boss the school factory from top to bottom—the educational dividends merely to be reported to the school board.

There are a number of states now where a commission consisting of five men will prescribe a list of text books that must be used in the public schools of the state. This select and august body of five men is to do the thinking for the thousands of school-board members. Here is a piece of paternalism that is an outrage upon the intelligence and freedom of the American people. Of course the promoters of this system will point out a saving in dollars and cents, but it seems to me that this is dearly paid for in the surrender of common self-respect and independence. The average school board is amply competent, in conjunction with its professional experts, to decide upon the adoption or rejection of any given text book. I cannot reconcile myself to the idea that the judgment of five men is as safe as that of five thousand men.

There has been another tendency within recent years, and one which threatens to imperil not only the independent thought and action of school boards, but the rights of the teacher as well. It is where rules are prescribed that teachers must be graduates of certain educational institutions. Here the applicant for a position as teacher is not asked as to his or her educational qualifications, but the name of the institution from which he or she may have graduated. This is a dangerous rule in that it gives a monopoly to certain institutions for the preparation of teachers.

Then comes the pedagogue who will tell you that the preparation of a course of studies should be entrusted entirely in the hands of the teachers. This sounds well upon the face of it, but discloses an evil tendency when properly analyzed. Who is better qualified to prescribe for the needs of the masses than those who are in constant touch with the various phases of our social, business and political existence? I have always held that it is strictly within the province of the school board to say what shall be taught in the schools and that it is within the province of the schoolmaster to say how the subject shall be taught.

When the subject of text books is reached, I deny to the superintendent the sole right to adopt or reject. There are those who will say that text books are tools and that the worker should be allowed to select his own tools. If this were true in the strictest sense, I would certainly concede to the teacher the sole right to adopt text books. True, the text book is a tool in the hands

of the teacher, but also a tool in the hands of the pupil. These tools are paid for by the public and not by the teacher.

In the adoption of text books, I believe that it is not only proper, but it should be made an absolute duty on the part of the school board to seek the advice and recommendation of the teachers. In other words, no action touching upon the educational side of school work should be taken without professional advice. I will go even farther: In matters professional the superintendent should have the initiative. He should have the right to recommend a course of study, the adoption of text books, the appointment and dismissal of teachers, the final voice; the ultimatum, however, must remain with the school board.

Much has been said on the subject of employment and dismissal of teachers. The concentrationist and imperialist in school government will place into the hands of the superintendent the sole power of appointment and dismissal. Radical school-board men assume to usurp that power themselves. I hold here, as I have in the matter of a course of study and text books, that the recommendations should come from the superintendent. Thus, when the professional expert has given his advice, the board is free to adopt or reject. This does by no means indicate, as some of our concentrationists would have it, that a rejection of the superintendent's recommendation is any serious reflection upon that official's judgment. I hold that it is the duty of the superintendent to give his opinion and his advice. These may not be followed; but it is safe to say that it is usually wise to follow his judgment.

In city school administration this tendency towards centralization of power finds its inception in aristocratic and shirking school-board members. These enjoy full well the prestige of a school-board membership, but dislike to sacrifice the time and effort required to perform their duties completely and well.

The busy lawyer confounds school-board business with that of the corporation he represents. The busy merchant or manufacturer compares the school system to a manufacturing enterprise which calls for a directors' meeting once a year only. Both are willing to enjoy school-board honors as they may lead to higher political distinction, but desire to make an easy job of it. In the enlargement of the superintendent's powers they see a happy relief from arduous official duty.

Some of our gentlemen who are serving on boards in small cities or towns will ask me to what extent the movements in large cities may effect you. Simply in this way: We cannot deny that in certain respects large cities set the pace for many things. In school matters it has been found that the largest city in every state has been looked up to as a leader. We find an illustration of this fact in that if a certain large city school board adopts a text book, that text book will stand a good chance of adoption in dozens of small cities and towns. If a new rule is adopted in a large city school board, although this rule may be of the most radical nature, it will find imitators in the smaller towns. Thus, all cities are indirectly interested in the movements of the larger cities.

While in one sense centralization of power may be regarded as an encroachment by the pedagogue upon the powers of the school board, we cannot understand why the schoolmaster should seek increased authority. It is claimed that greater efficiency is attained by giving the superintendent greater powers. Experience has shown that when you clothe the superintendent with greater powers, you also saddle upon his shoulders greater responsibilities. More than that. It makes the superintendent the pack animal for all the sins in the school system. Give the superintendent arbitrary powers in the appointment and dismissal of teachers alone, and you have begun to dig his official grave. We have numerous instances where superintendents have sought this power and in it have found their doom.

There should be a proper division of duties and rights between the superintendent and the school board. Those of the latter must dovetail into those of the former. It is only when this relationship is clearly defined, when the duty which the school board owes the public is duly appreciated; when the services of the professional factors are duly respected, that a harmonious co-operation can really be achieved. This must be achieved if the highest and best results of the school system are to be subserved.

The claim is also made that better results are obtained by investing the superintendent with authority to employ and dismiss teachers. I deny that the teachers will either work as faithfully or as enthusiastically where this power exists. It may do well in a factory or mill, but with an intelligent body of men and women, such as teachers are supposed to be, the thought of the "one-man power" has a depressing effect.

The teachers must see in the superintendent a sympathetic co-worker, not a royal master who can make and unmake at the snap of his fingers; an educational leader, not a labor boss and driver. And without the loyal and enthusiastic labors of the teacher no good school is possible. The teacher must feel that his fate hangs upon the judgment of a body of business and professional men and not upon one schoolmaster. It is a matter of experience that the rights of workers in educational institutions are more carefully protected by

laymen than by their own comrades. The preacher wants his case decided by a layman; the lawyer does not want his case decided by a jury made up of lawyers; the schoolmaster does not want to be governed by a schoolmaster.

Just as the public schools are the foundation of this Republic, so must the school board remain the bulwark against imperialistic tendencies.

If we hold that the public schools are the foundation of this great Republic, then we must acknowledge the school board as the substructure of that foundation. The administration of these schools must be free from any taint of imperialism. In the department of school administration as well as in the school room we must breathe the free air of democracy—see the reflex of a free and self-governing people—and bar out effectually the shadows of autocracy.

If the foundation must be saturated with imperialism, the superstructure cannot be expected to thrive as a democracy. To hold that the "one-man power" is a necessity in school administration would be to acknowledge the Republic itself is a failure.

Nowhere more than in school administration should the spirit of democracy be fostered with greater care; nowhere more than in school government should the tendency towards a "one-man power" be checked more quickly. Let us remember that in the councils of the multitude there is wisdom.

Let the spirit of democracy prevail throughout the school system. In the school the poor man's child must be accorded the same advantages that are given the rich man's child. They sit side by side enjoying equal rights, equal privileges. Let it be so in the school board. Let the poor mechanic have a seat in the school board beside the rich banker. Let the school board be a truly representative body—representative of the people who maintain them.

This was followed by the reading of a paper on "Free Text Books" by Dr. H. E. Schmid, of White Plains.

Free Text Books.

BY DR. H. E. SCHMID OF WHITE PLAINS.

The subject I present to you belongs to that class which is considered to be of a tender nature, because it touches a tender spot—a man's purse.

Free text books necessarily mean a new item of taxation; but we are apt to make mountains out of mole hills in this respect, and I would state here at once that in our district the tax for school supplies, free text books and all, amounted to 30 cents on every 1,000 of assessed property, and we supply generously.

Nevertheless I propose to treat my subject impartially and consider the points that can be made for or against it. In doing so I mean to take up the adverse criticism first, closing with the advantages gained by the adoption of the free text-book system.

The first objection named to me is that it smacks of paternalism. A very weak argument, indeed, when you remember at once, that the teacher is to stand in *loco parentis* and that therefore the school is meant to be a paternal institution. Thus paternalism ought to be ever present in the school building.

"Children are not born innocent angels," says Herbert Spencer. They have no evil knowledge, but certainly evil impulses, as you will frequently see, if you'll watch their play. Hence the need of the extension of paternalism from the home to the school. And if I may depart a moment from my text, let me emphasize this great truth, that teachers as well as parents should be wise and pure and patient. Every great thing is reached by slow growth, and patience is needed above all things and is therefore in parent and teacher alike one of the most needed qualities. If you treat a child savagely, a savage you will create; if you treat him gently, you'll produce a gentle nature.

Next I hear that it is a species of charity—this providing free text books, and that charity crushes independence, whereas it should be specially fostered in the young.

To this I reply that the law compels furnishing the indigent with free text books, and I claim that to give them only to the poor stamps them for charity and puts them in a humiliating position, whereas if rich and poor alike share in this generous act of the district, the odium of charity is removed. Besides, since teaching, the use of the building and grounds, etc., are free, why not the additional small item of books likewise?

What the unsurpassedly wise Greek statesman, Plato, 400 years before Christ, said, is true to-day: "That education should be regulated by law, and should be an affair of the state", is not to be denied. The state profits by it wondrously. The statistics of penitentiaries show that a very small per cent. of well educated men are incarcerated. The public schools send very few. Self-directed intelligence makes for itself avenues of employment. Nothing is lost. Directive power finds it easier to secure a competence by industry than by intrigue and rascality.

But when children own the books their presence in the house upon table and shelf produces somewhat of a literary aspect, and may be the means of giving an impulse towards the gradual accumulation of a library. A home in which no books are seen appears intellectually poverty-stricken and dead.

This is rather a strained point and scarcely admits of any discussion. Far more important is the statement that books owned by the district pass from hand to hand and may thereby disseminate filth and disease. But much can be done to prevent this. They can be fumigated, if necessity requires it, or newly covered or even burned. Books owned by pupils are not so readily controlled. The fact of their having been in contact with disease may be concealed or denied by the owners who wish to avoid the expense of buying new ones. Finally they may even resent the interference of the health boards.

Again, it is held that children will not be as careful of district books as they would of those paid for by their parents, and hence tend to make children destructive and extravagant in the use of books. The only remedy for this lies in the strict discipline and watchfulness maintained by the teachers.

Another objection raised is that the free text book plan creates a great deal of work for the teachers in record-keeping. To this I simply reply: that all good things must be labored for and that without work no great ends can be obtained. But teachers can make this a means of instructing the children in the use and care of public and private property and how to foster habits of economy and prudence, all of which tends to prepare them for independent citizenship. From self-evident reasons this could be much less easily and less thoroughly done where children own their books.

Leaving one more, and that a serious charge against free text books for the close of my address, I pass to the advantages derived from the plan.

Foremost then stands the unquestioned fact that it secures, in the earliest manner, uniformity of books, the importance of which cannot be over-estimated. What a miserable delay in work and what waste of time the opposite state of things does produce! Under this rule classes are supplied at once when the school year opens. There are at times weeks of delay where pupils own their books. Better class-work then is secured by this plan. Then when the district buys large quantities of books the regular trade discount is received, the retailer's profit is saved, and the poor people are not obliged to pay the advanced retail price. Again: when books are furnished free, it is much easier to make a change of text book, if the same be a wholesome one, introducing a better and advanced book for an obsolete one.

Compulsory attendance is more readily enforced when it can be urged that peaceful compliance with the law involves no expense.

In case of a pupil's moving from one town to another, where possibly other books are used, there would be no new expenditure for books.

Local dealers, of course, will always oppose the free text-book plan, but since such opposition smacks of the system of protection, to which I am opposed as a free trader to the core, who believes in the right of buying where it can be done most cheaply, I do not propose to argue this point.

But I come now to the serious charge which militates against free books, and the discussion of which I have left purposely till now, because it seems to suit my plan of ending this paper better than a prior mention of it. The charge has been made and, doubtless, not always without foundation, that committees on text books are tempted to make deals with book firms (with individual profits); that for the sake of these individual profits they purchase unsuitable books and that they make unnecessary changes in text books, solely because pressed to do so by book publishers.

There is but one remedy for such criminal conduct: see to it that not only competent but honest men are put into the office of school trustees. In the interest of progressive education, however, I would modify that last sentence and say that you should elect trustees that are not only honest, but competent. No man is fit to be a school trustee unless he is not only honest, but possesses also the spirit of progressiveness. The men who talk about the sufficiency of the three Rs, because they were considered all that was needful when they attended school, are undesirable members in any present-day school board.

The things that were ample forty years ago are not so now, just as present sufficiency will not be so no longer forty years hence. Time moves on with progressive intelligence. The man who tries to clog the wheels of evolution invites the ridicule and pity of his neighbors. In every direction we see evolutionary footprints, and it becomes more and more needful for men to acquire culture.

But, remember: culture is not merely knowledge, but wisdom. By it alone can we derive profit from what we learn, so that we are not merely possessed of a mass of information, but attain soundness and equableness of temperament and character. But how can these things be acquired unless we give the child the most liberal opportunities in school?

I used to think that all we could or should expect free from the commonwealth, free as regards education, I mean, would be the teaching of the five rudimentary branches, i.e., reading, writing, arithmetic, geography and history. I did not hold this view because I thought them sufficient, but because I thought the state was not willing to do more. But the majority of the people voted for more, i.e., for higher education, and as we live under a democratic government, where the ma-

(Continued on page 16.)

Book Reviews.

WEBSTER'S COLLEGIATE DICTIONARY. A Dictionary of the English Language, giving the Derivations, Pronunciations, Definitions and Synonyms of a large vocabulary of the words occurring in Literature, Art, Science and the Common Speech. With an Appendix containing a copious Scotch Glossary, a Pronouncing Vocabulary of Proper Names, and various other useful tables. Mainly abridged from Webster's International Dictionary. Over 1,100 illustrations; 1,062 pages. Published by G. & C. Merriam Company, Springfield, Mass.

This publication must be considered an important one. While nothing can be added to the splendid prestige enjoyed by the publications of the G. & C. Merriam Company, or to the value which the civilized world has placed upon them, the Webster's Collegiate Dictionary commands attention.

The Webster's International Dictionary is the recognized authority of the American school room, enjoying a fixed and permanent place. The publication of the Webster's Collegiate Dictionary, no doubt, a smaller volume, was undertaken to meet an existing demand. It is a ready reference in a convenient form. While the International is all that can be desired in an unabridged dictionary, there are those who want a smaller volume. The Collegiate is large enough to answer all ordinary inquiries and is compact enough to be handled with rapidity and ease. It is condensed, yet complete. All of the scholarly quality of the larger work has been retained in the abridgment. The etymologies, which are a distinguishing excellence of the International, are retained in the Collegiate with considerable fullness, amply sufficient for ordinary needs. In all respects the Collegiate is intended to be scientific enough for the scholar, and practical enough for the business man and the journalist.

The college student who is unable to purchase the unabridged edition, will welcome the Webster's Collegiate Dictionary. The business man will find it an exceptionally convenient and trustworthy reference book.

The typographical makeup is excellent. The type is clear and readable, the illustrations correct and artistic, the definitions are brief, yet lucid, and the appendix a veritable treasury of facts.

MAURY'S MANUAL OF GEOGRAPHY, REVISED. A treatise on Mathematical, Physical and Political Geography, by M. F. Maury, LL.D., author of "Physical Geography of the Sea," and late Superintendent of the National Observatory, Washington, D. C.; 132 pages. Published by the University Publishing Company, New York, Boston, New Orleans.

The continuous progress of geographical science has prompted this revised edition of a geography which has for years held a fixed place in thousands of school rooms in this country. The author, before his death, had planned a revision, but was unable to complete the work. The publishers, however, secured able men to complete the revision in which the author's ideas were kept steadily in view.

The distinctive feature of the early edition, and one which added so materially to its importance as a text book, was its presentation of geography as a science rather than as an assemblage of disconnected facts. Land and air and ocean were treated as parts of a grand mechanism. It was also pointed out how the geographical position and climate of a country determined its industries. Trade was shown to be in a special manner under the influence of geographical law.

The revised edition before us retains all these features to which are added many new maps and charts. A number of illustrations, instructive and interesting, have also been included in the enlargement and revision.

THE PRINCESS. A Medley, by Alfred, Lord Tennyson. The Cambridge Literature Series. Edited by Lewis Worthington Smith, Ph. B., Associate Professor of English, Colner University, Nebraska; 191 pages. Paper cover, 24 cents; levantine cover, 40 cents. Published by Benjamin H. Sanborn & Co., Boston.

This is the third volume of the Cambridge Literature Series, which made an auspicious beginning several weeks ago. It contains a brief sketch of Tennyson's life, together with suggestions for study. The notes, which are ample, appear in the back of the book. "The Princess" ought to be in every school library.

MONTAIGUE'S EDUCATION OF CHILDREN. Translated and edited by L. Z. Raetow, Ph. D., No. XL in the International Education Series, edited by Dr. Wm. T. Harris, U. S. Commissioner of Education. Cloth, 191 pp., \$1.00. Published by D. Appleton & Co., New York, Chicago.

Dr. Harris, in his suggestive preface, fittingly characterizes Montaigne, and fittingly assigns him his proper place among the earlier educational writers. He was a man of much learning. In his writings he makes quite a display of his familiarity with Greek and Latin authors. But he makes a good use of his learning, albeit he is somewhat pedantic in his manner. His quotations are applicable to the matter he is discussing. He gets valuable ideas from former writers—at least he

finds in former writers ideas very similar to his own. These ancient men had good sense, practical ideas, and they could argue a matter well. They condemned a system of education that would cram a pupil's memory instead of educating his judgment and preparing him for usefulness. Montaigne condemns pedantry, but his mind is not always clear as to what is really valuable in the work of the schools. His philosophy is not always sound.

The book brings before us in a suggestive way what men centuries ago thought of the things that engage the serious attention of educators to-day.

A HISTORY OF GREECE. By George Willis Bottsford, Ph. D. Cloth, leather back, 381 pp. Published by The Macmillan Company, New York, Chicago.

The literature of Greece has always been a subject for study. Its philosophy, oratory and poetry are unequalled. There has been a renewed interest in the study of the country and the people. Dr. Sehlemann and others, in their discoveries and excavations, have thrown new light on Greek life and manners. This history has been written with all their added light. Pertinent quotations from early Greek writers render descriptions present and life-like.

The Mycenaean civilization is said to have been at its height from 1500 to 1000 B. C. This is a revelation in view of the fact that not long ago there were scholars who doubted whether there ever was a Homer or a Troy.

The book is intended for high schools and academies, but the general reader will find it entertaining. Numerous authorities are referred to, and an extensive bibliography is added. The artist, too, has been over the ground and brought his contributions. There are nearly a hundred maps and illustrations, many of them full-page pictures of places, buildings and works of art. Every feature of the book is excellent.

OBSERVATIONAL GEOMETRY. By Wm. T. Campbell, A.M., Boston Latin School. Introduction by Andrew W. Phillips, Ph. D., of Yale. Phillips-Loomis Mathematical series; 240 pages. Published by Harper & Brothers, New York, Chicago.

This series has become deservedly popular. No doubt mathematical books that have for their aim a plainer and more lucid presentation of studies, are in growing demand. More is being done now towards elucidation by way of apt illustrations and practical demonstrations, than ever before. This volume follows out this idea in a most effective manner.

LOBO, RAG AND VIXEN, AND PICTURES. By Ernest Seton Thompson, author of "Wild Animals I Have Known," "Art Anatomy of Animals," etc. Being the personal history of Lobo, Redruff, Raggyug and Vixen; 147 pages, illustrated. Published by Charles Scribner's Sons, New York. Price, 60 cents.

This volume contains a series of stories selected from the author's previous work, "Wild Animals I Have Known," and is a faithful description of animal life. On the theory that the lower animals have a system of sounds and signs as well as touches, taste and smells that answer the purpose of a language. It is shown here how their lives are lived. Human language is supplied wherever necessary in order to translate the animal language.

SELECTED LETTERS OF MADAM DE SEVIGNE. By L. C. Syme. Boards, 12mo., 123 pages. Price, 40 cents. Published by the American Book Company, New York, Cincinnati, Chicago.

Madame De Sevigne gives a vivid picture of the brilliant association which surrounded her, in a series of letters. She describes great events as well as trivial incidents, history and gossip, the king and the court, peace and war, Paris and the provinces, authors and their works, anecdotes and marriages; such are some of the subjects by which interest in her writing is constantly renewed and the reader's attention captivated.

CYR'S FIFTH READER. By Ellen M. Cyr, author of Cyr's Readers; 432 pages, illustrated. Published by Ginn & Company, Boston, New York, Chicago.

A school reader, more especially in the higher grades, is always an interesting volume. The best things obtainable in literature are gathered here for the enrichment of the pupil's mind. When one remembers the vast literary treasures of some of the old standard readers, it would seem as if new readers were an impossibility. One would almost imagine that the best things had been garnered long ago, and left nothing for the later maker of a new reader. But not so. The indefatigable student digs continually and finds golden nuggets daily. He surprises us when he unfolds his treasures. Cyr's Fifth Reader is full of gems. From Goethe to Burns, from Victor Hugo to Rudyard Kipling, from Daniel Webster to Henry W. Grady, from Oliver Goldsmith to Phillips Brooks—and from many more—are gathered the choicest gems of thought and expression. Each masterpiece is accompanied by a brief sketch and a portrait of the author.

NEW CENTURY READERS, FOR CHILDHOOD DAYS—New Century Series—First Year. FAIRY TALE AND FABLE—Second year. By John G. Thompson, Principal, State Normal School, Fitchburg, Mass., and Thomas E. Thompson, Superintendent, Leominster, Mass.

Third and fourth-year books in preparation. Sample pages. Published by The Morse Company, New York.

The present volume would indicate that the publishers have in contemplation the publication of a complete series of readers. If so, the beginning is a good one. It is a first year book and as such is designed to follow blackboard or primer instructions. It presupposes, as the authors explain, the ability to recognize at sight about thirty words.

The subject matter is well chosen—dealing with things most attractive to children—and in a manner most instructive to them as well. The illustrations are in colors and in black. They are up to date in the art of engraving.

GEORGE ELLIOT'S SILAS MARNER. THE WEAVER OF RAVELOE. Heath's English Classics. With introduction by George Armstrong Wauschope, M.A., Ph.D., Associate Professor of English in South Carolina College; 259 pages, illustrated. Published by D. C. Heath & Company, Boston. Price, 40 cents.

This work is too well known to require treatment here. The publishers, however, deserve comment for furnishing a classic gem at a nominal price. They place it within the reach of all schools and all students.

LONGMAN'S ILLUSTRATED FIRST FRENCH READING BOOK AND GRAMMAR. By John Bidgood, B. Sc., Head Master of the Gateshead Higher Grade School, and joint author of "Longmans' Illustrated First French Reading Book and Grammar," and J. Watson Campbell, late teacher of French in the Edinburgh Ladies' College. New edition; 152 pages. Published by Longmans, Green & Co., New York. Price, 50 cents.

These books have been in use in English schools and have given eminent satisfaction. They differ from the French elementary language books which we are accustomed to see in this country in that they are illustrated as if they were intended for children. While this is in part the case, they can, nevertheless, it seems to us, be used by adult students with good results.

GRADED LITERATURE READERS. First book. Edited by Harry Pratt Judson, LL.D., Dean of the Faculties of Arts, Literature and Science, University of Chicago, and Ida C. Bender, Supervisor of Primary Grades in the public schools at Buffalo, N. Y.; 128 pp., with numerous illustrations. Published by Maynard, Merrill & Co., New York, Chicago. Price, by mail, post-paid, 25 cents.

The appearance of this volume is significant in that it signals the coming of a fine series of school readers. The present volume is unique, attractive and wholesome. Its authors whose standing in the educational world are a guarantee of the excellence of the book, have taken the utmost care to present to the pupil the printed forms of such words only as represent ideas with which he is familiar, and which he has already learned to express in spoken words. Again, helpful repetition is skillfully introduced and sustained. Only a few new words are introduced in each lesson and these are repeated in different combinations until they have become fixed in the mind of the pupil.

A COURSE IN ARGUMENTATIVE WRITING. By Gertrude Buck, Ph. D.; 206 pages, illustrated. Published by Henry Holt & Company, New York. Price, 80 cents.



MISS PRIMARY: She's certainly bright. I don't see how she manages to know so much about the latest educational books.

PROF. SPELLMAN: Well, for one thing, she has a remarkable memory. She never forgets a book review.

The author believes that the principles of argumentation should be derived by the student from its practice before the practice is made to conform to the principles; that is, he holds to the inductive method. Inductive Reasoning and Inductive Argument are followed by Deductive Reasoning and Deductive Argument, forming the principal chapters of the book.

NEW CENTURY FIRST READER. By H. A. Perdue and F. E. LaVictoire; cloth, 96 pages, 56 illustrations, all half-tones, four songs; subject-matter specially written for the book.

NEW CENTURY SECOND READER. By F. E. LaVictoire and H. A. Perdue; cloth, 160 pages, 92 half-tone illustrations; all subject-matter original and written especially for this book.

NEW CENTURY THIRD READER. By H. S. Tibbitts, Principal, Hammond School, Chicago; cloth, 240 pages, 33 illustrations; subject matter original, selected or adapted.

NEW CENTURY FOURTH READER. Cloth, 304 pages, 93 selections from 63 American and foreign authors, embracing history, biography, science, poetry, legends, patriotism, narratives, fables, humor, etc.

NEW CENTURY FIFTH READER. Cloth, 400 pages, 124 selections from 107 authors—a greater variety of literature and a broader range of authorship than is usually found in readers—oratory, fiction, descriptions, narrations, life, nature, legends, etc., all fully represented. All published by Rand, McNally & Co., Chicago, New York.

The appearance of a new series of readers is always an advent in the educational publishing world—a delight to the schoolmaster—and a pleasure to the reviewer. In readers, the teacher often longs for a change—too often for the sake of a change only—hence a new reader, good, bad or indifferent, is gladly seen. The New Century series can easily take their place among the good readers—in fact among the best. The above title paragraphs state briefly the authorship, volume, and give some idea of the subject-matter. The selections are well chosen and cover a wide range. The Fourth Reader embraces selections from such authors as W. D. Howells, Mark Twain, Edward Everett Hale, Helen Hunt Jackson, Celia Thaxter, Louisa May Alcott, Bret Harte, Theodore Roosevelt, Camille Flammarion, etc., while Tennyson, Lowell, Holmes, Cooper, Scott, Bryant, Addison, Irving, Browning, Ruskin, etc., are not forgotten.

The Fifth Reader draws liberally from the well known English classics, and adds some of the gems of more recent personages, such as James G. Blaine, Rufus Choate, Chauncey M. Depew, Henry Watterson, William McKinley, Frances E. Willard, James Whitcomb Riley, Count Leo Tolstol, Donald G. Mitchell, Rudyard Kipling, Bishop Spalding, etc.

The method pursued in series takes the sentence as the basis of instruction.

The word exercises are put at the ends of lessons, for the reason, it is held, that both teachers and pupils misunderstand the purpose of these groups of words. They are not spelling lessons, though used exclusively for this purpose by many teachers. They may be so used; but the prime purpose of these groups of words is that the teacher may make known their form, their content, and their pronunciation before the pupil either studies or reads the lessons.

PORT ROYAL EDUCATION. Edited by Felix Cadet, French Inspector General of Public Instruction. Cloth, 406 pages, price \$1.50. Published by C. W. Bardeen, Syracuse, N. Y.

The Monastery of Port Royal, about twenty miles from Paris, dates back to the time of the Crusades. In 1637 a community of recluses outside the Monastery established schools which "brought up in the knowledge of letters and the practice of Christian piety a few children of good birth, whose parents wished to spare them the irregularities which were too general among young men attending college."

There were controversies in those times. Able men discussed the methods of the schools with earnestness, sometimes with bitterness. We read these discussions and compare them with the discussions of to-day. There are some striking similarities.

Mother Angellique was a remarkable woman who managed a school for girls. Mother Agnes writes to a teacher who has not the faculty to govern her pupils: "God permits the children not to behave to you as they ought, that these insubordinate pupils may make you suffer and humble yourself." "Nothing weakens a reprimand more than a great many words," is a piece of advice that will apply to some teachers of to-day as well as it applied then.

In the girls' school there was close discipline; there was perfect system and regularity, with the kindest care and attention to the pupil's welfare. There were better schools than we are apt to give them credit for.

History repeats itself. The good ways and bad ways of four hundred years ago are with us now, the same problems to work out, some of the same inflated theories to be punctured, the same kind of boys and girls are in our families and schools, the same kinds of eminent

educators and philosophers are delivering lectures and writing books. And in this picture of the old schools the educational reformers and the philosophers are given in portraits and sketches.

THE LANGUAGE-SPELLER. A correlation of language work with spelling, by Elizabeth H. Spalding, teacher of English in Pratt Institute, Brooklyn, author of "The Problem of Elementary Composition," and Frank R. Moore, formerly principal of Grammar School No. 34, Brooklyn. Part I. 112 pages. Published by The H. P. Smith Publishing Company, New York.

The author has planned this book upon the assumption that it is quite logical to combine composition and general language work with spelling. The assumption is reasonable when it is considered that spelling is needed only in composition and is acquired, in a measure, from reading. Thus letter-writing and story-telling and other forms of composition are introduced in a progressive manner. Spelling accompanies the work all along, based, as it were, upon interesting and instructive reading matter. Thus the plan is consistently and effectively followed.

PRIMARY HISTORY OF THE UNITED STATES. The story of our country for young folks, by Charles Morris, author of "History of the United States," "Historical Tales," etc.; 245 pages, with numerous illustrations. Published by J. B. Lippincott Company, Philadelphia. This book tells in simple narrative form the history of the United States. It begins with Christopher Columbus and ends with the late Spanish-American war. The period of discovery is interestingly covered, as are the leading events in the colonial period. The subsequent history is treated in a manner to appeal to a youthful student. While none of the important events are omitted, some are emphasized—and wisely so—as to attract more particularly the young reader and develop a taste for the study of history.

TWO CHUMS. A story of a boy and his dog, by Minerva Thorpe; 230 pages, illustrated. Published by Laird & Lee, Chicago. Bound in cloth, \$1.

This is a story of a Belgian lad who, at the age of 11, together with his chum, a big St. Bernard dog, travels to America. It is full of interest, excitement, humor and pathos. The writer is faithful in description, consistent in plot and rapid in action. The lad and the dog are devoted companions who share their joys and their sorrows, braving the world together, defying all attempts to separate them. Young people will find the story a most fascinating one. The story in part is a most pathetic one, and appeals to anyone who can appreciate the trials of child in a strange land. The mature reader will find this book no waste of time.

THE WOODWARD SERIES OF READERS. First Reader, 96 pages, 15c; Second Reader, 196 pages, 25c; Third Reader, 256 pages, 30c; Fourth Reader, 320 pages, 35c; Fifth Reader, 446 pages, 45c. By E. D. Luckey, B. S. D., Principal, Ellettsville School, at St. Louis, Mo.; ex-President, St. Louis Society of Pedagogy and the Missouri State Teacher's Association. Elocution by Francis E. Cook, A.M., Principal, Wayman Crow School, St. Louis, Mo. Published by Woodward & Tiernan Printing Company, St. Louis, Mo.

It was a stroke of considerable enterprise when the publishers launched a complete series of readers upon the educational market. The publishers are new in their chosen field. Readers form the largest percentage of the common school books. Their publication requires considerable capital. Authorship—or, rather, school-mastership—in school text-book making, requires more than in other branches, the illustrative artist as well as the printer's art. The publishers have a large printing plant, hence it was easy for them to produce the best.

It is claimed for the Woodward Readers that they embody a unity of purpose. They do. The plan to familiarize the child in a natural, systematic and interesting way with the things that are about him, through the medium of words, is consistently maintained from the First to the Fifth Reader.

The Fifth Reader is, of course, the more strictly literary portion of the series. The selections include the standard authors, many of which appear in other readers. They are those, however, that ought to appear in a school reader. The portraits of eighteen of the leading authors are interspersed throughout the book.

STORIES OF OUR MOTHER EARTH—Western Series of Readers, Vol. VI. By Harold W. Fairbanks, Ph.D., 200 pages, with illustrations. Price, 50 cents. Published by The Whitaker & Ray Company, San Francisco, California.

Twenty-eight good stories or descriptions of interesting scenes on the bosom of Mother Earth, form the text in this book. The subjects, one and all, are attractive. There is a chapter on "A Curious California River," another on "An Ancient Oyster Bed," and then such chapters as "A Rainbow in the Desert," "Where Our Salt Comes From," "How Islands Are Formed," "Where the Quicksilver Is Made," etc. No more instructive topics could have been chosen.

THE LIFE OF A REPROBATE. By Charles Stell, author of "Alec Hornby," "Twice Guilty," "The Governor's

Story," etc.; 265 pages. Published by F. Tennyson Neely, New York, Chicago. Price, \$1.25.

This book gives an interesting description of a trip around the world which is made by the "reprobate" while he is still a fairly respectable young man. He does not really become bad until after his trip, which covers all the notable points on the globe. After the "reprobate" has once entered upon a downward career, his pace is rapid and his exit sudden. He kills his wife in a drunken rage and then goes to prison. That ends the story.

Why the author should introduce a horrible murder into his otherwise delightful story may be difficult to explain unless he aims to demonstrate that all dissipation will lead to the crime of murder. The moral is, however, tenable and strong.

The author's style is almost photographic in its regard for detail, yet kept within bounds of pertinence and interest.

THIRD READING BOOK. By W. T. Vlymen, Ph.D., Associate Superintendent of Public Instruction, New York City. Columbus Series; 256 pages, illustrated. Published by Schwartz, Kirwin & Fauss, New York.

This reader is intended for Catholic parochial schools. Among the contents are chapters on Robinson Crusoe, Damon and Pythias, the Fox and the Stork and many other substantial, yet attractive, subjects. The moral welfare of the child is fostered by the chapters on the Sower and the Seed, Golden Thoughts, What Are Your Faults? The Prodigal Son, The Laborers in the Vineyard, The Good Samaritan, The Angelus, Jesus in the Temple and many other beautiful and edifying topics. The book is handsomely illustrated, well printed, and nicely bound. No reader can serve a specific purpose better than does this one.

LEGUVE ET LABICHE'S LA CIGALE CHEZ LES FOURMIS COMEDIE EN UNE ACTE. By Thomas J. Farrar, M.A., Instructor in the Washington and Lee University. Boards, 12mo., 56 pages. Price, 25 cents. Published by the American Book Company, New York, Cincinnati, Chicago.

This comedy, which has acquired a fixed place in the dramatic literature of France, is justly celebrated for its charming style, and its familiar characters. It is well adapted for school reading. The book is supplied with a full vocabulary and the notes will give the reader all needed assistance in translating and understanding the text.

UNCLE SAM'S SOLDIERS. By Oscar Phelps Austin. Published by D. Appleton & Co., New York, Chicago.

"Uncle Sam's Secrets," a similar work by the same author, was accorded such a cordial reception by the boys and girls of the country that it prompted the author to write the present work. In story form is related the war of the United States against Spain. The purpose of this story is, like that of its predecessor, instruction, though in this particular case the intention is to instruct in a single feature of national affairs—modern military methods.

The author gives a splendid exposition of modern war, contrasting present-day fighting with that of earlier days. In full detail is described everything connected with army methods and organization. The work contains many illustrations which in themselves are instructive besides being very interesting.

ELEMENTS OF RHETORIC AND ENGLISH COMPOSITION. First High School Course. By G. R. Carpenter, Professor of Rhetoric and English Composition in Columbia University; 254 pages. Price, 60 cents. Published by The Macmillan Company, New York and Chicago.

The author explains that this volume is based on his former work entitled "Exercises in Rhetoric and English Composition," which was first published in 1891, and which, after passing through six editions, is now withdrawn from circulation. The observations made by the author since the above named year have enabled him to revise, expand and perfect his earlier effort, thus presenting almost a new work. It is intended to be used in the second year of a four-year high school course. It treats more strictly the subject of composition, aiming too at clearness, force and elegance. All that could consistently belong under the title of the book has been embraced.

FAVORITE SONGS AND HYMNS FOR SCHOOL AND HOME. Containing four hundred and fifty of the world's best songs and hymns, including national songs and many songs of days; also, the elements of music and twenty-five responsive scriptural readings. Edited by J. P. McCaskey, compiler of the "Franklin Square Song Collection"; 400 pages. Published by Harper & Bros., New York, Chicago.

The publishers made a happy innovation—and we doubt not a profitable one—when they brought out this song-collection. It is one of the best—if not the very best—collection of favorite songs and hymns for the school and the home. We know of nothing as complete and as well arranged. The classification also includes national songs, Arbor Day songs, Christmas songs, children's songs, etc. No popular song or hymn that has earned a permanent place in home or school is omitted.

A School Board Convention.

(Continued from page 13.)

majority rules, I accepted the decision of the people. Gladly did I do this, for the need also of the state called for it. The more you educate your children and lead them to true culture, the better will be the material from which you can select your officials.

Henry Ward Beecher clothed the same idea in the following language:

"No pains are spared in Europe to educate princes and nobles who are to govern. No expense is counted too great to prepare the governing classes for their function. America has her governing class, too, and that governing class is the whole people."

One last thought comes to me yet, and that one of greatest importance, *i. e.*, the need of educating your girls equally highly with your boys, because they are to be the mothers of the succeeding generations. The mothers have in their keeping the training of the men and women who will live and rule after us. Therefore should they be educated most generously. How can a child derive benefit and true guidance from a guide who is unfit to foster the sense of beauty in all beautiful things, so early awake in most little ones, or to lop off, after early recognition, any vicious growth? The infant should see beauty and beauty alone in the radiant smile upon the fond and cultured mother's face, as she bends over her beloved child. "Oh, the glorious beauty of refined and cultured motherhood!"

Gentlemen, there is no country on the face of the earth where woman is honored as highly as she is here. A friend of mine told me some time ago, that while on a visit in England he was at a dinner party in London when the question was raised "Which is the most civilized country on earth?" He promptly claimed the honor for his country, our country, *these blessed United States of America*. And "On what grounds?" he was asked. "Because we honor our women more highly than any other country." And they acknowledged the claim and the true test. Let us never forfeit this great blessing. And let us remember that we can only secure it on the firmest of foundations by giving to our women the broadest, the most generous means of intellectual development, among which I place FREE TEXT BOOKS.

The chair then announced that President Daniel Rosenbloom, of the Syracuse board of education, had prepared a paper on "Manual Training." Not being able to be present to read the paper, it was read by Supt. A. B. Blodgett.

Manual Training.

BY DANIEL ROSENBLOOM.

I have imposed upon our honored superintendent, Mr. A. B. Blodgett of this city, the task of presenting to you my views upon the subject of manual training, and I would ask you to be charitable in your judgment thereof, inasmuch as my connection with school work extends back over but a limited period, my membership in the school board of this city being less than two years. However, with much diffidence I will present to you my views upon the benefits accruing from manual training in the public schools of this city.

In Syracuse, with thirty-six separate school buildings, we find that we have room for manual training in only two of the senior schools, consequently this work is not as well advanced as it should be. Fortunately for us, however, in the early part of 1898 we took possession of a school building which had been abandoned

for scholastic purposes, reconstructed and remodelled it at an expense of about four thousand dollars, and made it, in a certain sense, a central manual training school. The pupils attending this school are drawn from an area representing a mile radius, and the instruction takes in five senior schools. The pupils from these schools come direct to the central manual training school (known as Willard) from 6-1, 6-2 to and including 8-2. This gives them a period of two and one-half years' training. This system we find works very pleasantly and profitably both to the pupils and to the city at large, both from an educational and a financial point of view.

The lower half of this building spoken of is used as a kindergarten school in the morning, and a kindergarten teachers' training school in the afternoon under the superintendence of a very able woman, whose management thereof proves of inestimable benefit to the community. The manual training is conducted in the upper rooms of this building, and consists of sewing, Sloyd and cooking. The attendance daily is something upwards of one hundred pupils.

The Sloyd work for boys is almost perfect in its details, and is of a constantly progressive character. There are twenty-four work benches provided with a complete equipment of tools, and it is very pleasing to see a boy who had never handled tools of any kind until he entered the school, come to the bench, apply himself with zeal and interest to the teaching of the instructor. The boy coming from the grammar school, where he has been studying hard and filling his brain from books, finds here in the mechanical instruction provided for him, not only employment for the hands, but a relief from the mental strain and constant application.

It is really remarkable to see the work that a boy will accomplish in the short period of six months. The advantage of relief from the continuous application in the class-room cannot very well be over-estimated, but there is no doubt that six hours' study is a severe task upon the endurance of a growing child. In the practical side of this work where the boy has before him actual evidence of what his labor has accomplished, is also found a very beneficial aspect of the system of manual training. Moreover, this work fits a boy for almost any practical trade to which his inclination may draw him in later life. It lays the foundation for skill in any line that he may elect to fill as an artisan and gives him training that cannot be otherwise than beneficial to the merchant or professional man.

We consider that the comparatively small outlay expended upon the introduction of manual training into our schools produce results which compensate us therefor a dozen fold. I think I am safe in saying that in this city we have at least three hundred and fifty boys who are taking this Sloyd training course, and if we had such accommodations as we hope to have, a thousand boys would be ready to avail themselves of the opportunities of manual training, which there can be no question, would be of the greatest value to them in after life.

For the girls there is a cooking department under the management of a very able woman, who is not only eminently practical in the culinary arts, but has also disciplinary powers. Our cooking room is arranged so as to accommodate about twenty young ladies at one session, with all the necessary utensils. With its little gas ranges to the number of fifteen, this school provides instruction in cooking and baking suitable for any home without regard to station or circumstances. This particular department appeals to us as one of the greatest benefit that the educational institutions of our city pro-

vide. No home can fail to be improved if the woman who has the privilege of presiding over it is practical in the work that necessarily has to be done therein.

In this connection I will say that neatness is one of the points that is most thoroughly impressed upon the minds of the pupils.

Under a thorough instructress sewing is also taught in the school, and is to be regarded as a very useful and important branch of manual training. The attendance at the sewing and cooking classes is arranged on the same plan as that referred to in speaking of the boys attending the Sloyd course, the pupils coming from an area represented by a mile radius. We regard the advantages of the entire scheme of manual training as absolutely inestimable, and the expense involved as practically infinitesimal. We believe that the people of Syracuse appreciate it to such an extent that were it now proposed to discontinue the instruction at present afforded, there would be an uprising of the community in protest.

Both as a member of the school board and a citizen of Syracuse, identified with its financial and commercial interests, I am strongly in favor of this system of manual training, and I would cheerfully recommend to the cities of this state the organization of work on the lines I have indicated, feeling confident that it cannot but redound to the welfare of future generations as well as those deriving immediate benefit from the training afforded.

Mr. Gafney submitted the following paper:

School Room Hygiene.

By THOS. M. GAFNEY, SYRACUSE, N. Y.

It was not my intention to attend this convention for the purpose of reading a paper, but rather to remain a silent member. A well-meaning, but, I fear, an over-zealous friend, however, suggested my name to the secretary for a paper. When I found that an excuse would be equally as embarrassing as the reading of a paper, I concluded to resort to the latter. That my effort is the outcome of insufficient thought and study of a subject which must be regarded as an important one, will readily be observed.

The physical, as well as the educational, welfare of the child should not be overlooked. Some may question the proposition that the school board should concern itself in any way with the physical welfare of the child. It will be said by these that its labors must be confined wholly to the intellectual growth of the pupil.

While I do not wish to champion in a special way a movement which still requires, I believe, quiet investigation, I wish to present certain thoughts for your consideration.

The American people, believing that the preservation of their institutions depend upon an educated citizenship, insist upon compulsory education. We must, however, not overlook the fact that a condition of useful citizenship demands a fair degree of physical health. For it is a known fact that those nations which have exercised a powerful and elevating influence, have been, and are, those which have had a care for the health of their citizens.

When a state places the individual under formative educational processes, it is both the interest and duty of the state to insist that the physical basis in the educational structure be adequately and properly laid.

The careful training of the young embraces not only the education of the mental faculties of the child, but also leads to the necessary supervision of the child's physical condition in order that the body may lend material aid to the brain and thus increase and expand

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healthfully and harmoniously together. In the all-absorbing effort to cram the mind of the child with that complex and complicated mass of information considered necessary nowadays, to battle, successfully, with the increasing difficulties of existence, there has grown up a gradual and, if not curbed in time, a dangerous tendency to sacrifice the child's physical expansion for its mental benefits.

J. H. Kellogg, M. D., of Battle Creek, Mich., in an address on "Physical Deterioration Resulting from School Life," said:

"The majority of persons engaged in the educational training of children and youth have little appreciation of the importance of giving attention to the physical condition of their pupils. If the conditions of school life were properly related to the health of the children, the period would be the most regular and healthful of the whole life. Childhood is not burdened with perplexing cares and anxieties, nor subjected to trying emergencies, as is mature life, and the perfect regulation of the child's life at school should be in the highest degree conducive to normal and healthful activity. But that this is not the case under existing conditions is everywhere recognized."

Great progress has been made in recent years in the construction of school buildings. But have we not embellished the exterior of our school buildings at the expense of the practical accommodations necessary in the interior; that in the adjustment of lights the scientific principle has been overlooked more or less; and is the same not true with regard to heat and ventilation; and as a result many children suffer with optical and other diseases due to improper illumination and ventilation?

The truth of the foregoing is only too true. However, the difficulty can be overcome by the inauguration of a department of school hygiene in all city schools, and I ask whether a valid objection can be raised in allowing school authorities to spend a fair allowance of public money for the improvement of public hygiene.

Leigh K. Barker, M. D., Cleveland, O., gives the following outline of the general content of school hygiene:

School Diseases—Of special senses—deafness, astigmatism, myopia. Skeletal—curvature and rotation of the spine. Nervous—chorea, headache, etc. Of respiratory tract—nose, internal ear, throat and lungs. General infectious diseases—eruptive fevers. Contagious diseases of the eyes and skin. Parasitic diseases.

Personal Hygiene—Isolation of pupils. Disinfection of buildings, furniture and children. Inspection of convalescents. Personal hygiene of pupils regarding food, clothing, sleep, exercise, cleanliness and bathing.

Hygiene of Instruction—Observation of the effects of the course of study on the health of teachers and pupils.

Physical Training or Education—Gymnastics, school plays and athletics.

School Grounds—Site, area and arrangement.

Buildings—Ornamentation, foundation, basement, height, finish, entrance, halls, corridors, wardrobes, staircases.

Rooms—Dimensions, lighting, placing of furniture, colors, blackboards.

Seating and Desking—Easily adjusted in four directions. Changed by teacher two or more times per year to fit pupil, if necessary.

Ventilation—Temperature records. Air tests. Location and size of inlets and outlets. Systems of heating. Supervision of ventilation.

Sewerage and Cleaning—Examination of plans for sewerage with suggestions of alterations where necessary. Inspection of cleaning of buildings with regulations for cleaning and disinfection.

Medical supervision, if introduced, should not be a perfunctory, weekly visitation, nor even a daily visit to the school house and depart; but a daily inspection of the children as to their health, sight, hearing and general cleanliness. Each child must be closely inspected in order to obtain the information upon which to act intelligently.

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It should be made part of the teacher's duty to aid in the daily inspection of the children under her charge by pointing out those to the physician who are in any way peculiar, or who exhibit any unusual signs. With a little practice it will not be difficult for a teacher to detect the slightest deviation from the normal, and the physician's business should be to arrive at the cause for such deviation, and plan its correction. The physician should be clothed with certain power. For example, a child found to have defective eyesight, his or her parents would be notified that the child could not return to school until supplied with glasses or bearing a certificate from some reputable oculist stating that the child did not then require glasses. Where a child has sore throat or with any perceptible degree of fever, the child should be sent home and not permitted to re-enter school unless with a physician's certificate. If there should be semblances of diphtheria or other contagious diseases, the assistance of the state board of health should be called and an examination should be made by a bacteriologist.

To educate our boys and girls is essential, but we must not overlook their health. Is it not better to see a bevy of rosy-cheeked, bright-eyed girls in health; would they not make a better part of a community than the same number of pale, half-spirited girls, marked perfect in their school recitations, whose life, from early morn until bed-time, is a grind? Education is very necessary, but it is not everything. Health is the greater important.

All our public institutions are under competent medical supervision—asylums, reformatories, prisons, as well as schools for incorrigible children—and the time is not far distant when our public schools will have medical as well as educational inspectors.

I present these observations in the suggestive sense—without attempting to define fully the extent of the school board's responsibility in the physical welfare of the child—but arouse further thought and investigation in that direction.

The chair then announced that a discussion of all papers would now follow.

Benjamin Hammond, of Fishkill-on-Hudson, held that every member of a school board should be prepared for his duties so as not to be at the mercy of the teacher. "I do not believe that all the brains are under one man's hat. There is

wisdom in the counsel of the multitude. There must be a division of powers and responsibilities. The fate of teachers should not be entrusted into the hands of one man. The superintendent, the principal and the teacher are apt to err. Who shall correct their errors? The school board must hold its supremacy in the school system."

At this point Mr. Brandegee asked Mr. Blodgett whether he classed cooking and sewing under manual training. Upon an affirmative reply, he held that these studies belong to industrial training.

Supt. Blodgett, in reply to a question put by Mr. Bacon, of Auburn, said that the importance of domestic cannot be overestimated. Much depended upon the intelligence of the teachers.

A discussion on the township system was entered into by Messrs. Bradley, Choate and Fenton. The latter held that a larger unit in rural school government should prevail. However, under the existing laws, much depends upon the wisdom of the school commissioner. The township system would leave no option. The present system is flexible. It permits consolidation wherever desirable. The district system fostered democracy in that it brought the people in close touch with the schools. Mr. Bruce has sounded the alarm along good lines. Keep the people interested in their schools. The New York school system leads, and the district system has no doubt proven its efficiency. The township system is undesirable. Consolidation ought to be on commercial instead of political lines.

Mr. Beal deprecated a township system if it were to withdraw the control of the union schools from the people in the immediate community.

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State Supt. Skinner stated that for years the township system had been under consideration. He favored it, but also saw many difficulties in carrying it into effect. A well-constructed law, however, would bring out desired results. Believed that non-resident tuition fees are being paid in all parts of the state. The substitute for a township plan is a system of consolidation and transportation of children. There are 3,000 districts in the state having but ten pupils each. Interest and efficiency in results is attained in larger classes. Believed that the consolidation of smaller districts ought to be compulsory.

Dr. Milne stated that the impression prevailed in many quarters that the township system would work to the detriment of union schools. Believed in consolidation of insignificant school districts.

Mr. Beal believed in free text book system. It obviated discrimination between the poor and rich children.

Mr. Hammond pointed out the vexatious delays in the schools with the present text book system; free text books the only solution.

State Supt. Skinner said that the lending of text books to children should not be inaugurated. If text books are to be free—go one step farther—give them to the pupil. Some homes are not as clean as others. Text books do carry filth and vermin. Let the pupil own his books.

Dr. Schmid moved that a committee be appointed who shall join the superintendent in a movement to secure free text book legislation.

Supt. Blodgett did not agree with the exclusive ownership by pupil of text books. He believed that the pupil ought to be encouraged in the care of books. If the pupil abuses a book he ought to be taxed for it.

Mr. French then offered, with the permission of Dr. Schmid, the following resolution:

Resolved, That the legislative committee of this association be requested to confer with the legislative committee of the Council of Superintendents and with the State Department of Public Instruction with the object of securing such legislation as will result in providing such free text books for all the children of our public schools.

A discussion on the extent of a free text book law was participated in by Dr. Birdsall, Dr. Schmid, Messrs. Choate, Bradley, Gafney, Blodgett and others.

Mr. Gafney dwelled upon the value of ownership of the text book.

The French-Schmid resolution was then carried, after which adjournment followed.

THIRD SESSION.

Meeting was called to order by President Williams.

Mr. Hughes, of the special committee, reported that the accounts of the treasurer had been audited and found correct.

The committee on nominations then reported the following list of officers for the ensuing year.

President—Dr. H. E. Schmid, White Plains.

First Vice-President—Judge George B. Turner, Auburn.

Second Vice-President—Mrs. Helen M. L. Greenhough.

Third Vice-President—M. S. Sanford, Geneva.

Fourth Vice-President—A. T. Schaufler, New Rochelle.

Fifth Vice-President—Benj. Hammond, Fishkill.

Recording Secretary—F. M. Gafney, Syracuse.

Treasurer—John Garvey, Frankfort.

Executive Committee—Dr. Julien T. Williams, Dunkirk; John F. Hughes, Utica; George Fenton, Broadalbin; Myron D. Jewell, Richfield Springs; George J. Mager, Cortland.

Legislative Committee—John E. Brandegee, Utica; Joseph Beal, Oneida; Dr. S. T. Birdsall, Glens Falls; A. A. Bradley, Lockport; W. A. Choate, Brookview.

Corresponding Secretary—Harlan P. French, 24 State street, Albany, N. Y.

Report was unanimously adopted.

Mr. Brandegee reported for the legislative committee that it recommended the enactment of such laws as will provide the minimum amount of window area; also the minimum amount of fresh air to be infused into school rooms. He also reported as the committee's recommendation that school boards submit school house plans to the state department for suggestions and improvement.

Offered by Mr. Brandegee:

Moved that it is the sense of this association that suitable laws be enacted by the next legislature to fix the minimum amount of window space for school buildings and the minimum quantity of fresh air to be infused into school rooms.

Carried.

Mr. Brandegee then spoke on the "Responsibility of School Boards." He held that the paper read by Mr. Bruce on "Imperialism in School Administration" could be controverted by argument until nothing be left of it. The mere nomenclature, the catchy title, means nothing. It makes no difference whether we speak of democracy or paternalism. There is something at bottom of all this. The question is, what is best for the child? If we look at it from that standpoint we will find there is something in imperialism. The preparation of the



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child for citizenship must have some directing force. In purely professional questions we must be guided by professional men. Mr. Bruce holds that the school board should remain the democratic connecting link between the public and the schools. Would it not be well to go a step farther and apply the referendum? Let the people vote on text books. If the people in our town had been left to vote on the introduction of manual training, we never should have had it. Again, in the matter of the employment or dismissal of teachers the principle of democracy is not practical. The poorest teacher has the strongest pull. The voice of democracy is not always for the best. The factory plan for the school system pre-supposes an able superintendent, an honest school board—a system of organization that fixes responsibility. The transitory character of school boards makes it necessary to entrust professional matters to the superintendent.

He read an editorial from THE SCHOOL BOARD JOURNAL in which the danger line in school administration was emphasized. He argued that the statements made therein were not entirely sound.

Dr. Julien T. Williams then spoke of the law which provided for the purchase of school furniture and school supplies from the state prison commission. "I have looked up the law bearing on this subject and do not find that it provides a penalty. The product of the state prison is not attractive. The circulars sent out by the prison authorities have usually found their way into the waste basket. To buy in open market offers a choice of modern goods. The prison goods are inferior. The law authorizing the prison to manufacture school furniture is ridiculous; but the law which directs the purchase of this product is presumptuous. You might as well provide that you must purchase your wearing apparel from the prison authorities. The law is inoperative. It is, however, a reflection upon the intelligence of the state. It ought to be repealed."

Dr. Schaufler—I always evade a hole in the street when I come along on my wheel. We



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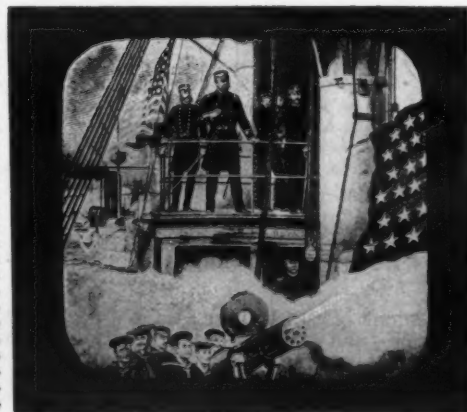
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ought to evade bad laws. Evade the law covering the prison-made school furniture.

Mr. Turner held that the convicts must be kept employed. The prison department has practically been ignored by the school boards of the state. Nevertheless, progress has been made and the department is able to do very well.

Mr. Choate stated that there is a penalty for evading the law. The payment for furniture bought elsewhere can be withheld.

Mr. McNutt presented a copy of the law. It provides that no school furniture shall be bought outside unless a certificate has been furnished by the prison authorities stating that they cannot furnish goods. Payment can be withheld in absence of such certificate. In other words, parties selling goods to school boards in this state cannot sue for their payment. He believed that the law was intended to supply furniture to state and county penal and charitable institutions. A decision rendered by the United States supreme court holds that no state can forbid within its borders the sale of a patented article.

Mr. Hammond held that the state ought not to interfere with school board expenditures made out of funds created by local taxation.

Mr. French presented the following resolution, which was adopted:

Resolved, That the committee on legislation be authorized and instructed to take such steps and action as shall cause the repeal of the law that requires the school board of this state to purchase their school furniture and supplies of the state prison of this state.

The committee on resolutions, consisting of A. T. Schauffler, M. S. Sanford and A. A. Bradley, presented the following resolutions, which were adopted:

Resolved, That the New York State Association of School Boards hereby expresses its hearty appreciation of, and its cordial thanks for, the warm welcome extended to it by the city of Poughkeepsie.

Resolved, That the association gratefully accepts the hospitable invitation of the board of education to view the beauties of the environs of the city.

Resolved, That the association acknowledges its indebtedness to Supt. Edwin S. Harris for the perfect arrangements for its accommodation during this meeting and for his kindly words of welcome.

Resolved, That the thanks of the association be tendered to the retiring officers for the faithful and efficient manner in which their duties have been performed.

President Williams then extended his thanks to the associate officers and members. Upon motion of Mr. Garvey, a vote of thanks was extended to Mr. French for his splendid services

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G. W. HENDERSON & SON,
WEST CAIRO, ALLEN COUNTY, OHIO.

in the preparation of a program. Upon motion of Mr. French, the executive committee was authorized to order 1,500 copies of the *School Board Journal* at \$30. Upon motion of Mr. French, the new president and the executive committee were authorized to negotiate with Mr. Bruce for the publication of 1,000 pamphlets containing the proceedings.

The chair then announced the meeting next year would be held in New York City, and in a few graceful remarks expressed the wish that all members would be present. He then declared the meeting adjourned *sine die*.

Members present: J. T. Williams, Dunkirk; John T. Hughes, president, John E. Brandegee, Utica; F. M. Gaffney, Syracuse; W. E. Twombly, president, J. R. Hogan, Saranac Lake; John Garvey, Frankfort; Dr. S. T. Birdsall, Glens Falls; J. H. Thiry, Long Island City; M. S. Sanford, president, Geneva; A. A. Bradley, Lockport; George J. Mager, Cortland; Myron D. Jewell, president, Richfield Springs; E. B. Simson, E. H. Hubman, Tonawanda; Helen M. S. Greenhow, Hornellsville; John Smith, president, Oswego; A. L. Ten Eyck, president, Cattaraugus; E. C. Aiken, Geo. B. Turner, Auburn; Joseph Beal, Oneida; Chas. F. Canedy, A. T. Schauffler, New Rochelle; Thos. H. Bennett, Canandaigua; A. C. Grover, Port Henry; Benj. Hammond, president, W. J. Pralatowski, George W. Beach, Fishkill - on - Hudson; George Fenton, Broadalbin, and many others.

Mr. J. H. Thiry, of Long Island City, whose fame was built upon the school savings bank idea, was, as he always is, an attendant at the meeting. He informed his friends that his home was now blessed with a young heir.

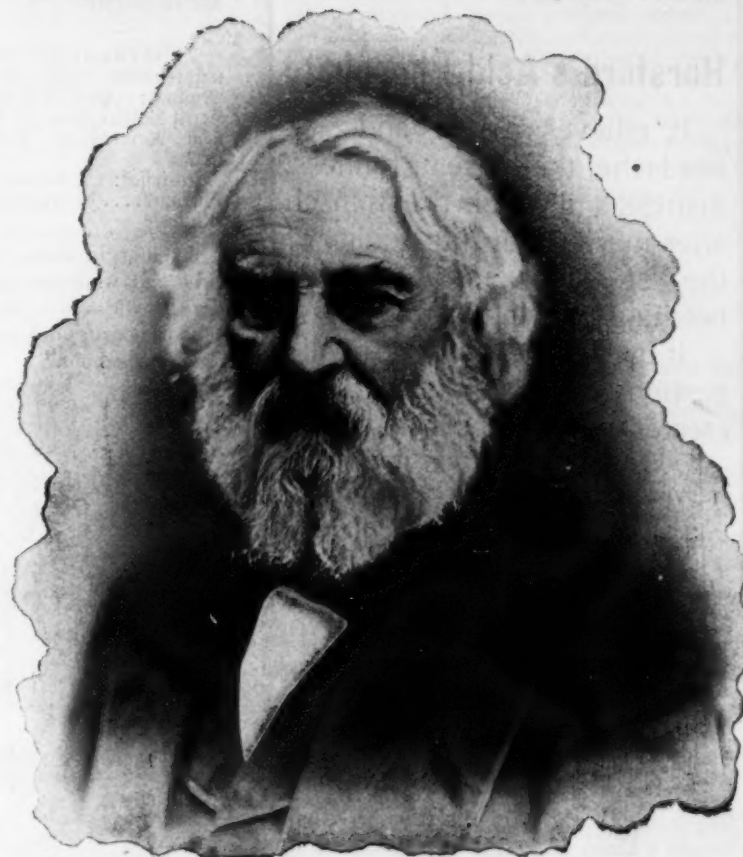
Supts. Schauffler and Godwin were active in securing the next year's meeting for New York City.

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(This cut does not show the real beauty of these pictures. Send for samples as advertised)

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It relieves nervous and sick headache; the sense of fullness, distress and pain in the stomach after meals; prevents acidity of the stomach and offensive belching of wind.

It makes the process of digestion natural and easy, and creates a good appetite.

Taken before retiring, quiets the nerves and induces refreshing sleep.

Sold by Druggists.

How It Was Brought About.

"Are you sure," asked Brutus, "that this oration of yours will get the publicity it deserves?" "Oh, yes," replied Antony; "I've given Shakespeare a printed copy of my remarks."

Defective as a Work of Reference.

"Remember, boys," said the teacher, "that in the bright lexicon of youth there's no such word as fail."

After a few moments a boy raised his hand.

"Well, what is it, my lad?" asked the teacher.

"I was merely going to suggest," replied the youngster, "that if such is the case it would be advisable to write to the publishers of that lexicon and call their attention to the omission."

School Board Election.

Mrs. Squeers—I can't make up my mind whether to vote for Tubbs or for Timmins.

Mrs. Squeers—Decide on Timmins.

Mrs. Squeers—But I thought you favored Tubbs?

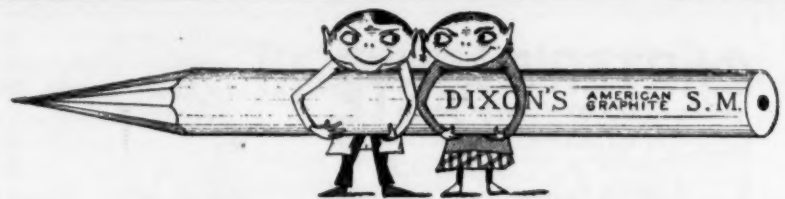
Mr. Squeers—I do. That's why I want you to select Timmins before you change your mind.

"Ah, Herr Professor! Wie geht's? Noch immer so zertrent?" — "Danke, nein — hat sich vollständig gelegt." — "Aber Sie haben sich ja gar keinen hat aufgelegt." — "So? Ja — na — den hat eben meine Frau vergessen, mir aufzusetzen."

In Gedanken.—Professorsgattin (zu ihrem Manne): "Hast Du dem Herrn Müller schon zu seinem Namenstage gratuliert?"

Professor: "Rein!.... Warum?... Ist denn heute Müller?"

A Georgia man, who moved to Kansas some time ago, writes to say: "This is the best country I ever saw. My wife is president of the school board, and she has promised me a job teaching school."



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You will find it a friend that can always be relied on. The name "Dixon" is a guarantee of excellence.

JOSEPH DIXON CRUCIBLE CO., Jersey City, N. J.

"Coffee was not known to the Greeks or Romans, you know," said the young professor, at breakfast.

"Indeed!" said a boarder, looking suspiciously at his cup. "Did they board here?"

A CLASS IN ZOOLOGY.

THUS, GENTLEMEN, IN SUMMING UP THE DISCUSSION



of the subject we find that while the smaller species



of apes vegetate on trees and at night rest on its branches,



the Orangotang, Chimpanzee, etc., lie upon the ground.



How They Seemed.

Teacher—Now, Robert, what is the shortest day in the year and what is the longest?

Robert—The last day of vacation and the first day of school, ma'am.—Judge.

A CONSCIENTIOUS LECTURER.

Professor of Chemistry: Gentlemen! If in making this experiment the greatest precaution is not taken, you will

Or else you will burn a hole through your coat, as happened to me a few years ago.

Or the bottle may explode and injure your head.

too near the bottle because the fumes will suffocate you.



burn your hands. (Shows injured hand.)



See, like this!



Also care must be taken not to get



(Here the professor got too near the bottle and was obliged, amid a severe coughing spell, to close the lecture.)

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AT ALL STATIONERS.

Death of a Publisher.

WILLIAM H. APPLETON OF D. APPLETON & CO.

With the death of William H. Appleton, who died last month at his home in Riverdale, N. Y., at the age of 85, the last survivor of that circle of publishers who laid the foundation of New York City as a publishing centre in the second quarter of the present century, passed away. Their names and distinction are preserved to-day in the houses of D. Appleton & Co., Charles Scribner's Sons, Harper & Brothers, and Dodd, Mead & Co.

The history of William H. Appleton's life is the history of D. Appleton & Co. As a boy he was in constant association with his father, Daniel Appleton, at the little retail store which the latter opened in Exchange Place when he came to New York from Boston, in 1825. When the founder of the house published his first book, "Crumbs from the Master's Table," in 1831, William H. Appleton was actively employed as a clerk in his father's store. From the time of this first venture his part in building up the business of this house was a conspicuous one for over sixty years.

William Henry Appleton was born in Haverhill, Mass., Jan. 27, 1814. His father, Daniel Appleton, born in Haverhill, Mass., in 1785, was a dry goods merchant in Haverhill, and afterwards in Boston. In 1825 Daniel Appleton removed to New York. Soon after his arrival he decided to engage in book-selling, and he was joined in the venture by his brother-in-law, Mr. Jonathan Leavitt, a bookbinder. Half of his little store in Exchange Place was devoted to dry goods and half to books, and this new department was placed under the charge of William H. Appleton, then a clerk in his father's employ. The book business, which consisted of

the importation of foreign books and their sale at retail, prospered in the hands of father and son, and after a short time Mr. Leavitt left the firm and Mr. Daniel Appleton devoted himself altogether to the book business, which was removed to the old Clinton Hall.

In 1831 the house of Appleton published its first book.

With the growth of the business, which still consisted for the most part of the sale of foreign importations, it became desirable to form closer relations with foreign publishers, and in 1835 Mr. W. H. Appleton crossed the ocean in



THE LATE WM. H. APPLETON.

a sailing vessel to make his business known abroad. While in London he met John Murray, whose relations with Byron, Scott, Southey, and others are a part of the annals of literature, and the meeting was the beginning of a family friendship. He was also welcomed by Thomas Norton Longman, then the senior member of a firm which goes back to the first half of the eighteenth century.

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All Four Books—Prepaid \$3

In January, 1838, William H. Appleton was taken into partnership with his father, and the firm assumed the familiar title of Daniel Appleton & Co., the name always signed officially in full in accordance with the request which the founder made of his son William when he retired from business, in 1848, the year before his death. In 1838, also, the business, which had been growing rapidly in both the retail and the publishing departments, was removed to No. 200 Broadway.

In 1848, when Daniel Appleton retired from the then well-established and prosperous house which he had founded, the firm was reorganized, and William H. Appleton became its head, with his brothers, John A. and Daniel Sidney, as partners.

He was married on April 16, 1844, to Mary Worthen, of Lowell, Mass. His children now living are Miss Mary Appleton, William Worthen Appleton, the president of D. Appleton and Co., and Henry C. Appleton.

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For Flexible Writing:

No. 5, Fine Medium Point; No. 6, Extra Fine Point.

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EAGLE PENCIL COMPANY, - New York.

School Supplies.

Wilbur Larremore has been appointed receiver for J. B. Colt & Co., manufacturers of magic lanterns and scientific apparatus in New York, on the application of the directors of the company, Charles Goodyear, president; James B. Colt, vice-president, and Walter Goodyear, treasurer, in proceedings for the voluntary dissolution of the corporation. The receiver's bond was fixed at \$40,000. It was stated that the corporation had been unable to procure additional capital, that in the summer the demand for the products of the concern fell off considerably, and business has been conducted at a loss. The business was started by Mr. Colt in 1880. His nephew, Charles Goodyear, became a partner in 1889, and on Jan. 12 last the business was incorporated under New York state laws with a capital stock of \$350,000. For several years previously the business had been increasing in volume, and besides magic lanterns, they had been manufacturing acetylene gas apparatus, and in order to get additional capital, it was said, the corporation was formed. The company had no capital rating. The liabilities are about \$90,000, of which \$42,497 are bills payable, \$17,000 accounts payable, and the balance principally for loans. The value of the assets is not given.

The School and Office Supply Co., of Grand Rapids, received orders during the past month from Russia, Scotland, Cuba, British Columbia and Santa Domingo.

The J. L. Hammett Co., 70 Fifth avenue, are agents for the Jupiter Pencil Pointing Machine. This machine is known as Gould's patent, and sells at \$10. Extra cutting wheels cost \$2. We shall in a future number give a more complete description of this machine.

Richard Kny & Co., of Berlin, Germany, have opened a branch office in New York City. They have issued a catalogue of anatomical models.

The Franklin Typewriter Co., of New York, has issued a catalogue which has attracted attention. The face and figure of a typewriter girl, drawn from life, forms an important feature of the pamphlet and has been a subject of discourse among advertising experts. The face is a beautiful one. The catalogue is a fine piece of typographical work.

The Kny-Scheerer Co., 17 Park Place, New York City, has issued a small illustrated catalogue devoted to "Mimicry," covering insect life, viz., butterflies, beetles, caterpillars, etc.

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ROOM 638 FINE ARTS BUILDING,
CHICAGO, ILL.

The editor of this journal was agreeably surprised, in visiting the International Export Exposition at Philadelphia, to find school supply exhibits. The Milton Bradley Co., of Springfield, Mass., occupies a handsome booth in which are displayed the kindergarten materials manufactured by that company. The ex-

editor of this journal was agreeably surprised, in visiting the International Export Exposition at Philadelphia, to find several fine school supply exhibits. The Milton-Bradley Co., of Springfield, Mass., occupies a handsome booth in which are displayed the kindergarten materials manufactured by that company. The exhibit is tastefully arranged and is in charge of Allan Evans, who represents the Milton-Bradley Co. in the southeastern sections. Mr. Evans is a typical of the representatives of that company. He is young, aggressive and thoroughly devoted to the interests of his firm. We found also a splendid exhibit of the Esterbrook Pen Co., but we did not learn who was in charge of the exhibit. There was an unusually large display of the goods manufactured by the Carter Ink Co. The typewriter firms were well represented, among them the Remington, Smith-Premier, Caligraph, Densmore, Franklin, and Blickensderfer.

Los Angeles, Cal. A purchase of twenty-five gross Dixon's M Pencils and a large quantity of Esterbrook's vertical pens has been made.

Council Bluffs, Ia. The School Directors' Association No. 1 adopted a resolution that each school should possess county, state and United States maps and a globe.

Martinez, Cal. Included in the list of approved apparatus are Rand & McNally's wall maps and Weber's globes, 8x12 inches.

Louisville, Ky. Ballard & Ballard have offered to furnish 30,000 drinking cups free of charge to the public schools in order that the children may have individual cups.

St. Louis, Mo. Drawing material procured from the Prang Educational Co., scientific apparatus from Eimer & Amend, stereopticons from J. B. Colt & Co.

Hartford, Conn. Seats and desks for the Northwest school and the Arsenal school furnished by Wise, Smith & Co.

Columbus, O. School desks that have been placed in the Central and East High schools were manufactured by the Piqua School Furniture Co., of Piqua, O.

Boston, Mass. It has been voted to give all old school furniture to Porto Rico.

Canton, Ill. School desks purchased from Thomas Kane & Co.

Kingston, Pa. A quantity of desks procured from the American School Furniture Co.

Admiral Dewey's letters will hereafter be written on a Densmore typewriter which has been ordered for his private secretary. Mr. J. W. Crawford has just been appointed his private secretary, with rank of lieutenant in the regular service.

The following school supply men attended the meeting of the New York State Association of School Boards, held at Poughkeepsie: Randolph McNutt, Buffalo; Geo. R. Hudson, W. A.

Choate, Albany; F. Osgood Merrill, of the J. L. Hammett Co., of New York City; G. F. Peckham & Little, New York City; Geo. Howard Reed, of the Dixon Crucible Co., of Jersey City, N. J.

WRITING IN ALL AGES



Full information will be cheerfully supplied on request. American Writing Machine Company, 316 Broadway New York

THE NEW CENTURY

Columbus, O. The East High school is equipped with seats and desks manufactured by the Piqua School Furniture Co.

Cleveland, O. It is contemplated to equip the school buildings with smoke consumers.

York City, Pa. Commercial stationery purchased from Sadler-Rowe Co., Baltimore.

Owatonna, Minn. The board of education entered into contract with the Slatington Bangor Slate Syndicate for a large quantity of slate.

A remarkable series of art reproductions have just been published, which should attract everyone interested in the study of art or its study in the schools. We refer to the Elson Prints (Masterpieces in Art). We recommend every one of our readers to send ten cents in stamps to A. W. Elson & Co., Boston, and obtain a sample.

Binghamton, N. Y. Contract for kindergarten material awarded to the Milton Bradley Co.

Iowa City, Ia. W. A. Moore, the energetic representative of the Crowell Apparatus Co., of Indianapolis, appeared before the board recently with a mechanism for demonstrating a thousand and one truths of physics. The board examined the many appliances and decided to purchase.

Columbus, O. The board at a recent meeting authorized the purchase of three Remington typewriters, to purchase McCoun's Historical Charts and a set of Speer's Blocks was not definitely settled.

Milwaukee, Wis. Four bids were received for furnishing the school children with lead pencils but no award was made. The bidders were the Eagle Pencil Co., the Dixon Co., the American Co., and the Prang Co.

Fall River, Mass. A No. 8 Remington typewriter has been purchased for the high school.

Boston, Mass. The Franklin school is equipped with a Kirker-Bender fire escape. The escape is a steel tower erected on the side of the building. Inside of the tower is a spiral corkscrew slide of burnished steel, smooth as glass, down which the person in danger slide.

Sioux City, Iowa. Six Smith Premier Typewriters have been purchased for use in the High school.

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DAVID McKAY, Publisher, 10 Market St., Philadelphia.

IT CAN'T BE DONE!

No One Can Remain Well, No Chronic Disease Can be Cured Unless the Stomach is First Made Strong and Vigorous.

This is plain because every organ in the body depends on the stomach for its nourishment. Nerve, bone, sinew, blood are made from the food which the stomach converts to our use.

How useless to treat disease with this, that and the other remedy and neglect the most important of all, the stomach.

The earliest symptoms of indigestion are sour risings, bad taste in the mouth, gas in stomach and bowels, palpitation, all-gone feeling, faintness, headaches, constipation; later comes loss of flesh, consumption, liver and heart troubles, kidney diseases, nervous prostration, all of which are the indirect result of poor nutrition.

Any person suffering from indigestion should make it a practice to take after each meal one of Stuart's Dyspepsia Tablets, allowing it to dissolve in the mouth and thus mingle with the saliva and enter the stomach in the most natural way. These Tablets are highly recommended by Dr. Jennison because they are composed of the natural digestive acids and fruit essences which assist the stomach in digesting all wholesome food before it has time to ferment and sour.

Stuart's Dyspepsia Tablets are sold by druggists, full sized packages at 50 cents. They are also excellent for invalids and children. A book on stomach diseases and thousands of testimonials of genuine cures sent free by addressing F. A. Stuart Co., Marshall, Mich.

Gloucester, N. J. New Jersey School Furniture Co. and P. K. Columbia Furnishing Co. were the only two bidders for the school desk contract.

Oswego, N. Y. The following firms offered bids for the school desk contract: Randolph McNutt, Wabash Co., and Thomas Kane & Co.

Lincoln, Ill. Desks purchased from the Illinois Refrigerator Co.

Omaha, Neb. The Dixon's Drawing Pencil is used in the schools.

Des Moines, Ia. Highland Park College has purchased four Smith-Premier typewriters, and the Independence District school one Smith-Premier machine.

Savanna, Ill. The board of education has fitted up a physical and chemical laboratory. A purchase has been made of a Crowell physical apparatus desk.

Worcester, Mass. Each high school has been supplied with a couch and case of simple remedies in case of sickness.

Mankato, Minn. A Smith-Premier typewriter has been purchased for use in the local high school.

Canton, Ill. Ink for the schools purchased from Thomas Kane & Co., Racine, Wis.

Columbus, O. A purchase has been made of McCoun's historical charts and a set of Speer blocks.

South Omaha, Neb. The board has contracted with the Densmore Typewriter Co. for five typewriters.

Denver, Colo. A Smith-Premier machine has been installed in the Logan avenue school.

Minneapolis, Minn. The board has given an order to the Joseph Dixon Crucible Co. to make a special pencil which carries a large, soft lead.

Pittsfield, Mass. Two Smith-Premier machines have been purchased for use in the school here.

Burlington, Vt. The Dixon's American Graphite Pencils were recently adopted for standard work in the schools.

Ridgeville, Ind. School furniture purchased from the Ohio Rake Co., and maps from the Central School Supply House. A newly adopted rule declares that the business of the board shall be done by action of majority of the board and recorded in full by the secretary in minutes of meeting in which action is taken. That all contracts be filed and all claims presented by itemized invoices. All supplies to be purchased by the president by consent of majority of the board.

John A. Walker, vice-president and treasurer of the Joseph Dixon Crucible Co., of Jersey City, N. J., has returned from a trip to Europe, which was taken for both business and pleasure.

Delavan, Wis. A Smith-Premier typewriter has been added to the equipment of the public school.

West Saginaw, Mich. A new Smith-Premier machine has been purchased for the high school.

J. M. Olcott & Co. shipped large order of W. and A. K. Johnston maps and globes to Porto Rico last month.

New York City is ordering so many of the Dixon pencils that the Joseph Dixon Crucible Co. has been obliged to run its factory night and day in order to keep up with the demand. The demand is altogether on the higher and more expensive grade of goods.

Peckham, Little & Co. report that their orders for school supplies exceeded any season since they began business, ten years ago. The rush continued for eight weeks and their corps of help working night and day, all orders received prompt attention. Their latest publication, "Original Child Stories," is meeting with a successful sale.

Sault Ste. Marie, Mich. The board of education purchased Smith-Premier and Remington typewriters to use in the commercial department of the high school.

Philadelphia, Pa. Three Smith-Premier typewriters have been added to the public school equipment.

Harrisburg, Pa. A Smith-Premier typewriter has been purchased by the Harrisburg school board for instruction purposes.

Columbus, O. Bids have been asked from the various typewriter firms for typewriters needed in the commercial departments of the high schools.

San Francisco, Cal. It has been decided to equip all the large school buildings with fire escapes.

LeRoy, N. Y. Two Smith-Premier typewriters have been purchased for use in the high school.

Midland, Mich. School supplies purchased from the Central School Supply House.

Springfield, Ill. Dixon's Colored Crayons have been purchased for the schools.

Irving, N. J. The Dixon's American Graphia pencils are used in the schools in preference to any other.

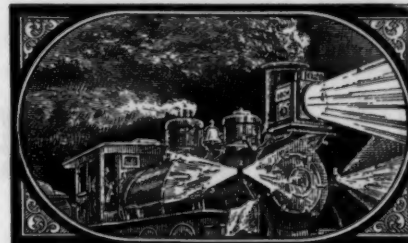
Des Moines, Ia. The Dixon High School and Graphite pencils have been introduced in the schools.

North Tonawanda, N. Y. Two Smith Premier machines have been purchased for use in the high school.

Los Angeles, Cal. School director Horton has suggested a plan to the board for the regulation of purchase and distribution of the supplies for the school department. He wants a man selected to look after it.

Davenport, Ia. A complete set of physical apparatus for the high school has been purchased from the Crowell Apparatus Co., of Indianapolis, Ind.

Boston, Mass. The board of education has placed an order for thirty-four Century typewriters with W. T. Shannon, manager of the United Typewriter and Supplies Co.



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What are your prospects for advancement in your present occupation?

Is the road to success clear, or are you on a side track? Thousands of young men are occupying poor positions to-day at small salaries who have ability to do greater things. Our system of education BY MAIL, prepares you for the higher positions. You do not have to leave your present work and salary until you are qualified to

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110,000 students and graduates. We can refer to a student in your neighborhood. Write and tell us what profession you wish to enter.

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Oswego, N. Y. Objection has been made by the stationery dealers to the practice of the teachers in selling drawing paper, pencils and other school supplies to the pupils. The reason given is that the sale of goods by teachers deprived stationery dealers of business that they should receive.

Marion, O. Two Smith-Premier typewriters have been purchased for use in the high school here.

Mt. Ayr, Ia. School desks purchased from American School Furniture Co.

Philadelphia, Pa. As a result of the long and bitter fight over the type of filters to be used in the schools, it is now thought probable that the \$37,000 appropriated for that purpose will be turned into different use.

It is the opinion of a German oculist that the use of ordinary slates by school children tends to produce short-sightedness. As a substitute he recommends pen and ink, or an artificial white slate with black pencil. The latter have been introduced in some of the German schools.

Omaha, Neb. Members of school board have declared themselves against fire escapes on school buildings. They believe that a piano is more expeditious in getting school children out of a burning building.

Brooklyn, N. Y. Bids were asked for typewriters for the night schools on the Remington No. 6, Smith-Premier No. 2 and Hammond No. 2. But many other machines were proposed, as will be seen in the following list of bidders: Inter-State Typewriter Co., Franklin, Hammond No. 2, the Wanamaker-Wellington, Remington-Sholes Co., the Rem-Sho, Manhattan Typewriter Co., the Manhattan, Columbia Bar Lock Co., Elliott & Hatch Book Typewriter Co., Keystone, Wyckoff, Seamans & Benedict, Remington, Oliver Typewriter Co., United Typewriter and Supply Co., Densmore, New Century, Yost, Blickensderfer Manufacturing Co., Wagner Typewriter Co.

GOVERNMENT POSITIONS

8,000 APPOINTMENTS were made during the past year in Civil Service places, and a larger number is pending for 1900. We prepared BY MAIL a large per cent of the successful ones for the examination, and the lucky ones of 1900 will be largely those whom we assist. Let us assist you. Send for free catalogue, No. 4a.

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Calumet and Hecla ore averages 4 1-2 per cent. copper. It has paid \$62,850,000 dividends

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Atlantic ore averages 85-100 of 1 per cent. It has paid \$780,000 in dividends.

Boston and Montana ore runs 7 per cent. It has paid \$10,775,000 in dividends.

Franklin ore averages 1 37-100 per cent. It has paid \$1,290,000 in dividends.

The Quincy ore averages 1 8-10 per cent. It has paid \$11,070,000.

THE AVERAGE OF BOSTON & TEXAS ORE IS OVER 50 PER CENT., and of copper marls and clays from 5 to 10 per cent. Both the ore, marl and clay are within a few feet of the surface of the ground, so that the expense of mining and hoisting is minimized. A party of New England capitalists who have just returned from an examination of the mines in conjunction with one of the ablest mining engineers in the country, report the property to be one of the largest and best in America, and to contain inexhaustible quantities of rich copper deposits.

It is estimated that the plant now being arranged for will produce \$3,000 to \$5,000 per day, NET.

Prospectus, engineers' reports, assays and full information will be furnished on application. Remit by check, P. O. order, draft or registered letter to Treasurer.

Limited amount of stock only at \$5 per share, full paid and non-assessable, by immediate application.

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During more than half a century Harper & Brothers have been associated with the greatest artists of Europe and America, and have employed the most famous steel and wood engravers to reproduce the masterpieces in the great galleries of the world.

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THE BOHEMIAN

The prints are made from the original blocks, are on the finest paper, and in every respect are equal to artist's proofs printed by hand; the series being alike remarkable in faithfulness to the originals, in importance of the subjects, in the beauty and clearness of the impressions, and include the most famous Rembrandts, Franz Hals, Greuze, Bouguereaus, and the works of other famous artists.

For teachers, women's clubs, art and literary clubs, and for home culture, this collection is unequalled for artistic, historical and literary instruction. The price of them—35 cents each—puts them within the reach of all. For school, library and home decoration they are extremely valuable, as up to the present time no series of prints has been issued which is at the same time both good and cheap. This series of large prints will be followed on the 1st of January by a large collection of subjects, printed on 7x9 paper, at 1 cent each, these being chosen from the original blocks, now in possession of Harper & Brothers, and including portraits, paintings, historical scenes, and architecture, the portraits being in many cases remarkable, having been taken of the person when at the time of his greatest fame; the paintings all taken from the originals; historical views when events were in progress, and architecture directly from the originals by Harper's own artists. These will be printed also on the finest coated paper, and will be of great value educationally to teachers and others. These prints are for sale only through the Helman-Taylor Art Co., 257 Fifth Avenue, New York.

ONE IN EVERY FOUR !

One Person in Every Four Suffers From Piles.

About one person in every four suffers from some form of rectal disease. The most common and annoying is itching piles, indicated by warmth, slight moisture and intense, uncontrollable itching in the parts affected.

The usual treatment has been some simple ointment or salve which sometimes gives temporary relief, but nothing like a permanent cure can be expected from such superficial treatment.

The only permanent cure for itching piles yet discovered is the Pyramid Pile Cure—not only for itching piles, but for every other form of piles, blind, bleeding or protruding. The first application gives instant relief and the continued use for a short time causes a permanent removal of the tumors or the small parasites which cause the intense itching and discomfort of itching piles.

Many physicians for a long time supposed that the remarkable relief afforded by the Pyramid Pile Cure was because it was supposed to contain cocaine, opium or similar drugs, but such is not the case. A recent careful analysis of the remedy showed it to be absolutely free from any cocaine, opium or in fact any poisonous, injurious drugs whatever. Sold by druggists at 50 cents per package.

We are pleased to announce to school boards and teachers that Mrs. Margaret M. Pentland, so long and favorably known as a teacher, has assumed the control of the Interstate Teachers' Agency at Chicago. She removes the office to more commodious quarters, and we may predict that one so devoted to her work as a teacher, and so well informed as to the needs of school authorities and the qualifications of teachers, must bring valuable assistance into the educational field.

School Room Ventilation and Lighting.

Teachers appreciate the fact that a room where no provision is had for properly distributing light and air is totally lacking not only in comfort, but is a menace to health, and in many cases is the direct cause of defective eyesight among the young.

Most window shades are hung from top of window, which makes it impractical to lower the top sash to admit air, as the curtain prevents the admission of light except from lower portion of window. Raising the lower sash to obtain ventilation is dangerous to health in cold weather, and in summer the sun is so hot as to require the shade drawn its entire length, which darkens the room, and if the window is open, teacher and pupils are annoyed by the moving curtain, which, when the wind blows, is unbearable. Were the shade adjusted to be lowered or raised entire, to permit the window being lowered from the top, then perfect ventilation and properly shaded light could easily be obtained. The pupil next to window is protected from the sun and has plenty of light, as do all in the room.

The Knapp Shade Adjuster, shown on inside cover of this issue, meets all the requirements so long needed and is fast being adopted by school boards in many cities. It is handsomely made, easily operated and does not get out of order.

Manufactured and sold by Fred H. Knapp, 44 Randolph street, Chicago.

Take advantage of the Tourist Sleeping Cars, via the Missouri, Kansas and Texas Railway, on their excursion dates. Write H. A. Cherrier, 316 Marquette Building, Chicago, Ill.

John A. Walker, vice-president of the Joseph Dixon Crucible Co., is at present traveling in Europe. He is an observant as well as thoughtful man, as may be judged by an extract from one of his recent letters: "To visit and study the ten great cities of the world—New York, London, Paris, Brussels, Amsterdam, Berlin, Dresden, Vienna, Zurich and Milan—gives an education different from that obtained from professors and text books. In those ten cities of renown dwell sixteen million people not only, but the pick, the talent of the human race. These ten places manage our globe. To walk their streets, see their architecture, talk with their people, visit their stores, their hotels, their libraries, their museums, their parks, their places of amusement, is to see the best of the human family, at work, at play, at rest."

TO CURE A COLD IN ONE DAY

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What Books Will You Choose for Christmas?

For Parents, Teachers, and Sunday-School Workers, there are no better than Elizabeth Harrison's

A Study of Child Nature, for \$1.00.

Christmas Tide, for 50 cents.

The Vision of Dante, \$1.50 and \$1.

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In the ventilation of school buildings, the cubic space and the floor space must be considered. The minimum cubic space allowable for each child is 600 cubic feet. With this amount of cubic space, the air of the room may be satisfactorily changed three times an hour without creating draft, and at the same time maintaining the relative purity of the atmosphere.

Philadelphia, Pa. Some of the public schools in this city are co-educational, while others are not. The question is left to the discretion of the sectional school boards.

\$100 REWARD \$100.

The readers of this paper will be pleased to learn that there is at least one dreaded disease that science has been able to cure in all its stages, and that is Catarrh. Hall's Catarrh Cure is the only positive cure known to the medical fraternity. Catarrh being a constitutional disease, requires a constitutional treatment. Hall's Catarrh Cure is taken internally, acting directly upon the blood and mucous surfaces of the system, thereby destroying the foundation of the disease, and giving the patient strength by building up the constitution and assisting nature in doing its work. The proprietors have so much faith in its curative powers, that they offer One Hundred Dollars for any case that it fails to cure. Send for list of testimonials.

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Sold by Druggists, 75c.

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The average cost per pupil for maintaining night schools in the state of Massachusetts last year was \$11.28.

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Experience With the Berry.

"I have gained twenty-five pounds since I left off coffee and began drinking Postum Food Coffee in its place.

"I had become very thin in flesh and suffered tortures with heartburn, was a nervous wreck with headache practically all the time until one dreadful day when the good doctor told me I must quit drinking coffee, as he had nothing left to try, to relieve me.

"I could not drink tea and had tried everything else, even Postum, but put it by at the first trial, because it was tasteless.

"Forced to it again, I determined to see if it could not be made palatable and found at once that when I followed directions and boiled it long enough, that I not only liked it, but gave it to my husband for several days without his finding it out. I have the name of making splendid coffee, and we always used the best, but of late I have given Postum to guests many times in place of coffee and have never been detected yet.

"Our four children have not drank coffee for three years, and all have gained health and flesh since using Postum. One son, who was always sick, has been greatly benefited by its use, and as above stated, I have gained twenty-five pounds since taking up Postum. I am healthier to-day than I have been for years and give Postum all the credit. Please do not use my name in public."

This lady lives in Burlington, Des Moines County, Iowa, and the name will be furnished by the Postum Cereal Co., Ltd., Battle Creek, Mich., to those interested.

Books Received.

New Century Series. New Century Readers for Childhood Days. First Year. Fairy Tale and Fable. Second Year. By John G. Thompson, Principal State Normal School, Fitchburg, Mass., and Thomas E. Thompson, Superintendent, Leominster, Mass. Third and fourth-year books in preparation. Sample pages. Published by The Morse Co., New York.

New Century Series. New Century Readers for Childhood Days. First year. By J. G. and T. E. Thompson; 104 pages, with numerous illustrations. Published by The Morse Co., New York.

The Life of a Reprobate. By Charles Stell, author of Aleck Hornby, Twice Guilty, The Governor's Story, etc. 265 pages. Published by F. Tennyson Neely, New York, Chicago. Price, \$1.25.

Favorite Songs and Hymns for School and Home. Containing 450 of the world's best songs and hymns, including national songs and many songs of days; also the Elements of Music and 25 responsive Scriptural readings. Edited by J. P. McCaskey, compiler of the Franklin Square collection; 400 pages. Published by Harper & Bros., New York.

Methods of Knowledge. An essay in epistemology. By Walter Smith, Ph.D., professor of philosophy in Lake Forest University; 340 pages. Published by The Macmillan Co., New York. Price, retail, \$1.25. For sale at DesForges & Co., Milwaukee, Wis.

Topical Studies in American History, by John G. Allen. New edition, revised; 93 pages. Published by The Macmillan Co., New York. Price, 40c. For sale at DesForges & Co., Milwaukee, Wis.

Modern American School Buildings. Being a treatise upon and designs for the construction of school buildings, by Warren Richard Briggs, F.A.I.A.; 411 pages, with 89 full-page illustrations. First edition; first thousand. Published by John Wiley & Son, New York.

Cæsar and Pompeii in Greece. Selections from Cæsar's Civil War. Book III., by E. H. Atherton. School Classics, edited under the supervision of John Tetlow; 188 pages. Published by Ginn & Co., Boston. Price 50 cents.

Lessons in Graphic Shorthand (Gabelsberger). Prepared for the American public by C. R. Lippmann; 131 pages. Published by J. B. Lippincott Co., Philadelphia.

Primary History of the United States. The story of our country for young folks, by Charles Morris, author of History of the United States, Historical Tales, etc.; 245 pages, with numerous illustrations. Published by J. B. Lippincott Co., Philadelphia.

Lippincott's Practical Arithmetic, embracing the science and practical applications of numbers, by J. Morgan Rawlins, A.M., author of Lippincott's Elementary Arithmetic, and Lippincott's Mental Arithmetic; 437 pages. Published by J. B. Lippincott Co., Philadelphia.

Lippincott's Elementary Arithmetic, embracing the science and practical applications of numbers, by J. Morgan Rawlins, A.M., author of Lippincott's Practical Arithmetic, and Lippincott's Mental Arithmetic; 281 pages. Published by J. B. Lippincott Co., Philadelphia.

The Poems of Shakespeare, edited with an introduction and notes, by George Wyndham; 343 pages. Published by T. Y. Crowell & Co., New York, Boston.

A Course in Quantitative Chemical Analysis, Gravimetric and Volumetric, by Nicholas Knight, A.M., Ph.D. 110 pages. Price, 80c net. Published by A. S. Barnes & Co., New York.

A School Latin Grammar. Prepared by Morris H. Morgan, Ph.D., assistant professor of Latin in Harvard University. Chiefly from Lane's Latin Grammar; 266 pages. Published by Harper & Bros., New York.

Nature-Study Readers, by John W. Troeger. III Harold's Guests, by John W. Troeger, A.M., B.S. Appleton's Home Reading Books; 202 pages, illustrated. Published by D. Appleton & Co., New York.

Raphael. A collection of fifteen pictures and a portrait of the painter with introduction and interpretation. Edited by Estelle M. Hurl. The Riverside Art Series; 92 pages, with numerous illustrations. Published by Houghton, Mifflin & Co., Boston, New York. Price, 30 cents.

Solid Geometry, by G. A. Wentworth, author of a series of text books in mathematics. Revised edition; 469 pages, illustrated. Published by Ginn & Co., Boston.

An Outline of the History of Educational Theories in England, by H. T. Mark, B.A., (Lond.), B. Sc. (Vict.); 139 pages. Published by C. W. Bardeen, Syracuse, N. Y. Price, \$1.25.

An Introduction to the Methods and Materials of Literary Criticism. The bases in Aesthetics and Poetics, by Charles Mills Gayley, A.B., professor of the English language and literature in the University of California, and Fred Newton Scott, Ph.D., junior professor

of rhetoric in the University of Michigan; 587 pages. Published by Ginn & Co., Boston. Price, \$1.40.

In Quest of Life; or, The Revelations of the Wiyatao of Xipantli, the Last High Priest of the Aztecs, by Thad. W. Williams, M.D.; 363 pages, with several illustrations. Published by F. Tennyson Neely, New York.

Helps for Ambitious Boys, by William Drysdale, author of The Young Reporter, etc.; 439 pages, with illustrations. Published by Thos. Y. Crowell & Co., New York, Boston.

Character-Building Thought Power. Being a newly-added part to the 15th and succeeding thousands of What All the World's a Seeling, by Ralph Waldo Trine, author of What All the World's a Seeling, In Tune With the Infinite, The Greatest Thing Ever Known, Every Living Creature; 30 pages. Published by Thos. Y. Crowell & Co., New York, Boston.

The Young Boss. A book for boys, by Ward William Thomson, author of Old Man Savarin. One vol., 12mo., 134 pp., illustrated, 50 cents. Published by Thos. Y. Crowell & Co., New York, Boston.

Every Living Creature; or, Heart-Training Through the Animal World, by Ralph Waldo Trine; 40 pages. Published by Thos. Y. Crowell & Co., New York, Boston.

Rand-McNally Atlas of Two Wars, containing large scale maps of the Philippine Islands and South Africa. Geographical Series, Vol. 15, No. 1.

Course of Study for the Common Schools of Montana. Prepared under the supervision of the state superintendent of public instruction. Published by authority, 1899; 134 pages. Published by the Independent Publishing Co., Helena, Montana.

Mein Leben von Johann Gottfried Seume. Edited, with an introduction and notes, by J. Henry Senger, Ph.D., associate professor of German in the University of California; 133 pages. Published by Ginn & Co., Boston.

Supplementary Exercises to accompany Das Deutsche Buch, by Josepha Schrakamp; 110 pages. Published by Henry Holt & Co., New York. Price, 50 cents.

John Selden and His Table-Talk, by Robert Waters, author of Shakespeare as Portrayed by Himself, Intellectual Pursuits, etc.; 241 pages. Price, \$1. Published by Eaton & Mains, New York.

The Natural System of Vertical Writing, by A. F. Newlands and R. K. Row. Book VI. Published by D. C. Heath & Co., New York, Chicago.

Lee's Vest-Pocket Question Settler. A writing-desk manual. By Prof. James A. Beaton, A.M. Published by Laird & Lee, Chicago.

Eight Years Among the Malays, by Paul Daxsel; 121 pages, with 55 illustrations. Published by Paul Daxsel, Milwaukee, Wis.

Cæsar for Beginners. A first Latin book, by William T. St. Clair, A.M., professor of the Latin language and literature in the Louisville (Ky.) Male High School, author of Medical Latin, Summary of Latin Syntax, and Notes to the Third Book of Cæsar's Gallic War; 357 pages. Published by Longmans, Green & Co., New York. Price, \$1.20.

Latin Composition, by Basil L. Glidersleeve, professor of Greek in the Johns Hopkins University, and Gonzalez Lodge, professor of Latin in Bryn Mawr College; 188 pages. Published by the University Publishing Co., New York, Boston, New Orleans.

Selections from Ovil, with introduction, notes and vocabulary, by James N. Anderson, M.A., Ph.D., author of On the Sources of Ovid's Heroides; 258 pages. Published by the University Publishing Co., New York, Boston, New Orleans.

Laird & Lee's Diary and Time-Saver for 1900. Copyright, 1899, by Wm. H. Lee. Published by Laird & Lee, Chicago. Full morocco, full gilt, 25c.

School Hygiene, by Ludwig Kotelmann, Ph.D., M.D., author of a number of books on school hygiene, founder of the Zeitschrift für Schulgesundheitspflege, practicing ophthalmologist, Hamburg. Translation from a copy revised and enlarged especially for this edition by the author, by John A. Bergstrom, Ph.D., associate professor of psychology and pedagogy, and Edward Conradi, M.A., graduate student Indiana University; 391 pages. Price, \$1.50. Published by C. W. Bardeen, Syracuse, New York.

The Expert Cleaner. A handbook of practical information for all who like clean homes, tidy apparel, wholesome food and healthful surroundings, by Hervey J. Seaman; 286 pages. Published by Funk & Wagnalls Co., New York.

Scientific Sewing and Garment-Cutting. For use in schools and in the home, by Antoinette VanHoesen Wakeman and Louise M. Heller; 154 pages, with illustrations. Published by Silver, Burdett & Co., New York, Boston, Chicago.

Bubbles and Dreams. A book of verse, penned and decorated by the author, Mark Forrest, Milwaukee, Wis.; 124 pages.

A Helping Hand. The Atonement between God and Man. Millennial Dawn Series; 20th thousand; 507 pages, with illustrations. Published by the Watch Tower Bible and Tract Society, Alleghany, Pa.

Schiller's Maria Stuart. Ein Trauerspiel, with introduction and notes, by Hermann Schoenfeld, Ph.D., professor of German and of continental history in the Columbian University, Washington, D. C.; 322 pages, with half-tone illustrations. Price, 60 cents. Published by The Macmillan Co., New York. For sale at DesForges & Co., Milwaukee, Wis.

The Gates of the Future Thrown Open. Dreams and omens from the ancient manuscripts of Nostradamus, Albertus Magnus and other famous sorcerers. Modernized and alphabetically arranged by Madame Carlotta DeBarsy, compiler of The Book of Destiny, etc.; 192 pages, with numerous illustrations. Published by Laird & Lee, Chicago. Cloth, burnished top, 75 cents.

Longman's Illustrated First French Reading-Book and Grammar, by John Bldgood, B. Sc., head master of the Gateshead Higher Grade School, and Thomas Harbottle, teacher of French in the same school. New edition; 95 pages, with illustrations. Published by Longmans, Green & Co. Price, 35c.

Longmans' Illustrated Second French Reading-Book and Grammar, by John Bldgood, B. Sc., head master of the Gateshead Higher Grade School and joint author of Longmans' Illustrated First French Reading-Book and Grammar, and J. Watson Campbell, late teacher of French in the Edinburgh Ladies' College. New edition; 152 pages. Published by Longmans, Green & Co., New York. Price, 50c.

The History of the European Fauna, by R. F. Scharff, B.Sc., Ph.D., F.Z.S., keeper of the natural history collection, Science and Art Museum, Dublin; member of the Royal Irish Academy, corresponding member of the Senckenbergische Naturforschende Gesellschaft; 364 pages, illustrated. Published by Charles Scribner's Sons, New York. Price, \$1.50.

Essentials of Latin, by Benjamin W. Mitchell, Ph.D., professor of Latin and head of department of ancient and modern languages, Central High School, Philadelphia; 276 pages. Published by Eldredge & Bro., Philadelphia. Price, \$1.

The Woodward Series of Readers. Woodward's First Reader, 96 pp., 15c; Second Reader, 196 pp., 25c; Third Reader, 256 pp., 30c; Fourth Reader, 320 pp., 35c; Fifth Reader, 446 pp., 45c. By E. D. Luckey, B. S. D., principal Ellearville School, St. Louis, Mo.; ex-president St. Louis Society of Pedagogy, and the Missouri State Teachers' Association. Elocution by Francis E. Cook, A.M., principal Wayman Crow School, St. Louis, Mo. Published by Woodward & Tiernan Printing Co., St. Louis, Mo.

The Woodward Speller for Grammar Schools, by E. D. Luckey, B. S. D., principal Ellearville School, St. Louis, Mo.; 128 pages. Published by Woodward & Tiernan Printing Co., St. Louis, Mo.

The Woodward Series of Arithmetics: Woodward's Elementary Arithmetic, 224 pages, 30 cents; Woodward's New Practical Arithmetic, 384 pages, 40c. By E. D. Luckey, B.S.D., principal Ellearville School, St. Louis, Mo.; ex-president St. Louis Society of Pedagogy, and the Missouri State Teachers' Association. Published by Woodward & Tiernan Printing Co., St. Louis.

Woodward's Language Series: Elementary Lessons in English, 144 pp., 35c; Advanced Lessons in English, 200 pp., 50c. Published by Woodward & Tiernan Printing Co., St. Louis, Mo.

Elements of Rhetoric and English Composition. First High School Course, by G. R. Carpenter, professor of rhetoric and English composition in Columbia University; 254 pages. Published by the Macmillan Co., New York. For sale at DesForges Co., Milwaukee, Wis. Price, 60c.

Great Artists. Raphael, Rubens, Murillo and Durer, by Jennie Ellis Keyser, author of Sketches of American Authors; 207 pages. Published by the Educational Publishing Company, New York, Chicago, San Francisco.

Choice Songs for Soprano, Alto and Bass. Selected and arranged by H. O. R. Siefert, superintendent of public schools, Milwaukee, Wis.; 158 pages. Published by Butler, Sheldon & Co., New York, Philadelphia, Chicago.

Discourse on the Method of Rightly Conducting the Reason and Seeking Truth in the Sciences, by Rene Descartes. Translated from the French and collated with the Latin by John Velth, LL.D., late professor of logic and rhetoric in the University of Glasgow. Authorized reprint; 87 pages. Published by The Open Court Publishing Co., Chicago.

An Outline Sketch. Psychology for Beginners, by Hiram M. Stanley, member American Psychological Association, author of Evolutionary Psychology of Feeling and Essays on Literary Art; 44 pages. Published by The Open Court Publishing Co., Chicago.

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We make pens especially adapted for either style and all of first-class quality.



26 JOHN STREET, NEW YORK WORKS, CAMDEN, N. J.

Correspondence Schools.

A CHAPTER ON THEIR SIGNIFICANCE, SCOPE AND GROWTH.

The growth in recent years of so-called correspondence schools has been something marvelous. Their value has, no doubt, come to be recognized. The number of the schools we cannot estimate, but a description of the leading one will give some idea as to the great work accomplished by them, their scope, etc.

The international correspondence schools of Scranton, Pa., are perhaps the largest in the United States. They were established in 1891, have a capital of \$1,500,000, and over 100,000 students and graduates. There are over fifty courses in mechanical, steam, electrical and civil engineering; architecture, plumbing, chemistry, metal work, English branches, bookkeeping and pedagogy.

Regular text books are not suitable for teaching by mail, and in place of them are used instruction and question papers and drawing plates prepared by a corps of text book writers at a cost of \$250,000. There are about 500 such papers and plates which are protected by copyright and only furnished to students of these schools.

The instruction and question papers have been prepared by educated engineers of practical experience on the assumption that each student enrolled has no education beyond the ability to read and write English, and that his time for studying is limited. The principles taught are explained in the most concise manner and plainest language. Each course begins with the most elementary subject and progresses by easy steps to the end. Each student is a class by himself and his progress depends entirely on the time he devotes to study. If, through press of work, he cannot find time during a certain period for study, he can lay his lessons aside, and take them up when able to do so. He is given special personal assistance by the instructors whenever he fails to thoroughly understand a principle, rule or formula. When a student enrolls he is sent the first two instruction and question papers of his course.

Hold An Important Place.

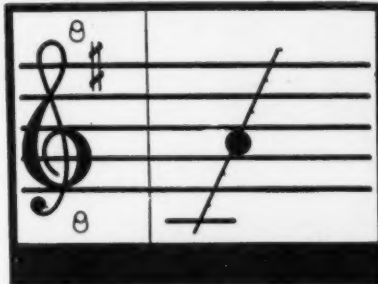
Teaching in this country is so largely dependent upon the text books used, that publishers have an important place in all efforts for the improvement of education. Fortunately, American publishers of school books are the most enterprising in the world. A notable instance of this enterprise is the announcement of the Twentieth Century Text Books just issued by D. Appleton & Co. Nearly one hundred volumes are in preparation, and they will cover the entire field of instruction in high schools, academies and the lower college classes, embodying the latest results of pedagogical and scientific investigations. The books are prepared by eminent American scholars and teachers, who represent over forty of the foremost educational institutions in all parts of the country. A unique feature of the plan is a complete series of texts for commercial schools, the first of the kind ever presented in this country. The clear discussions of the different phases of education, evidently written by master hands, give the announcement great interest and value. Never before, so far as we know, has a list of such extent and value been offered at one time to the American public by any publisher. The work has evidently been organized with the greatest care. A few of the volumes that are already published bear out fully all the expectations aroused by the announcement. The presentation of this series may fairly be called an event of the first importance in the educational history of the country.

In such great demand is Isaac Pitman's Complete Phonographic Instructor that the publishers have again issued a new and revised edition. Among the large number of schools having recently adopted this work may be mentioned the three high schools of New York City, the Holyoke (Mass.) high school, Hudson (Mass.) high school, manual training high school of Kansas City (Mo.), high school, Braintree, Mass.; Polytechnic Institute, Brooklyn, N. Y.; Educational Alliance, New York; Cooper Memorial College, Stirling, Kan.; South Bend, Ind., Commercial College, incorporated; Schlusser's Business College, incorporated, Norristown, Pa.; Ocala (Fla.) high school, etc. The method presented in this work has successfully borne the test of actual use in the public schools of New York City and Brooklyn for many years. Speaking of Pitman's Practical Spanish Grammar, just from the press of Isaac Pitman & Sons, 33 Union Square, New York, the Bookseller (New York) says:

"This work, without question, is the best book that has yet been published for self or class instruction in the Spanish language."

THE BRADLEY MUSIC HAND CHART.

What a numerical frame is to the study of numbers, the chart, described in this article, is to music. It is a unique device for teaching and practice in the elements of sight reading in vocal and instrumental music. With its use the attention of the class is fully sustained, and work on the dusty blackboard made almost unnecessary. The chart can be used to great advantage in all grades, from the primary to the normal. In the following particulars it is said to be superior to anything heretofore in use:



It can be used with any system of teaching music. It develops teacher and pupil.

The class will learn letters and syllables in the different keys in a much shorter time than by the usual methods.

It makes it easier to keep a class interested.

Pupils will be apt to follow the chart closely, because only one note is shown at a time.

The teacher is always facing the class.

With this chart individual work can be done more rapidly.

The Milton-Bradley Co., of Springfield, Mass., publishes the chart.

Indestructible Relief Maps.

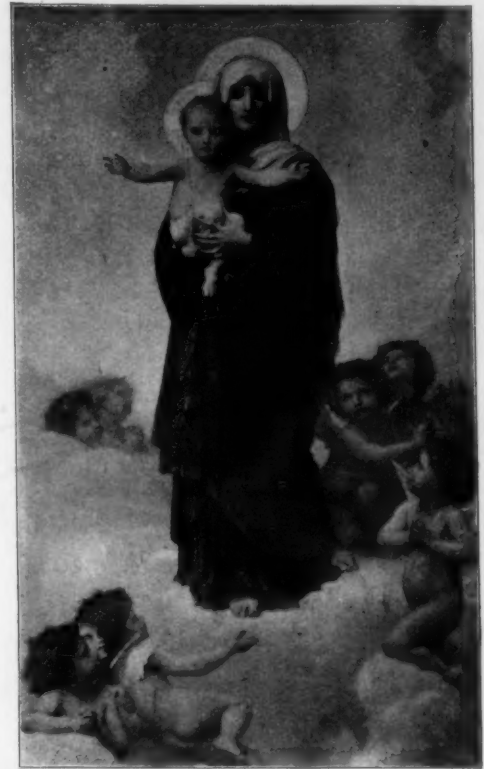
A series of relief maps have been brought out by Mills, Mountjoy & Co., of Chicago, which are said to be within reach of the ordinary school. They are of a hard material interwoven with a meshwork of tough fibre, so that even if broken by violence, the fragments remaining in position, may be repainted and used for generations. When soiled, a little soap and water makes them as good as new. They are light enough for wall maps and substantial enough to be placed on a table for minute inspection. While studying a continent they may remain on the wall. The maps are ornamental and mathematically accurate, being made by an artist scientist.

The series consist of the maps of North America, South America, United States, Europe, Asia and Africa. Each map is 24x31½ inches, inside measurement, and is encased in a heavy oak frame.

Further information and prices on request. These maps are supplied only by Mills, Mountjoy & Co., props., 195 Wabash Ave., Chicago.

Art for Schools.

An examination of the catalogues issued by Braun, Clement & Co., 249 Fifth avenue, New York City, discloses a large quantity of high-class works of art. These catalogues are not only supplied with ample descriptive matter and price lists, but with some fine reproductions on a small scale of some of the most famous paintings. The list of works cover the various



schools of art and provide many subjects suitable for educational institutions. The collection of permanent carbon photographs, so-called autotypes, are specially intended for educational purposes in museums, schools, universities, etc. They are almost indispensable in the study of fine arts and the history of art, as these reproductions of masterpieces cover architecture, painting and sculpture of all kinds and in all countries. School authorities are requested to send for catalogues.

Two excursions to Texas each month via the Missouri, Kansas and Texas Railway, at rate of one fare, plus two dollars, for the round trip. Write H. A. Cherrier, No. 316 Marquette building, Chicago, Ill., for dates and further information concerning the same.

Hinds & Noble have just purchased from the Woalgall Co. the plates and stock of Edward S. Ellis' "Common Errors in Writing and Speaking" and his "Youth's Dictionary of Mythology." They have a new edition of the mythology, beautifully illustrated, in preparation.



Mrs. Turner

Mrs. Drake.

Mrs. Goss.

WOMEN ON THE SCHOOL BOARD IN GRAND RAPIDS, MICH.

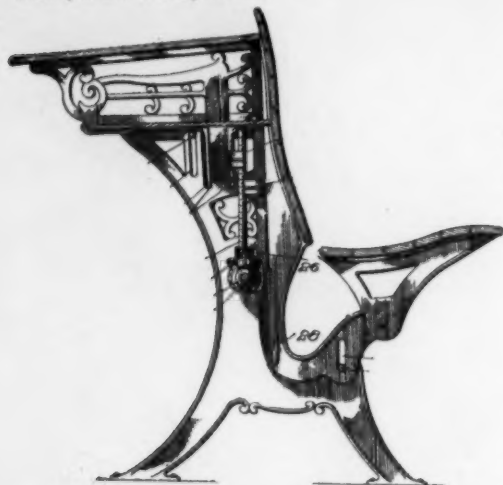
School Board Journal

Recent Patents.

STOOL-SEAT. George H. Chance, Portland, Ore.

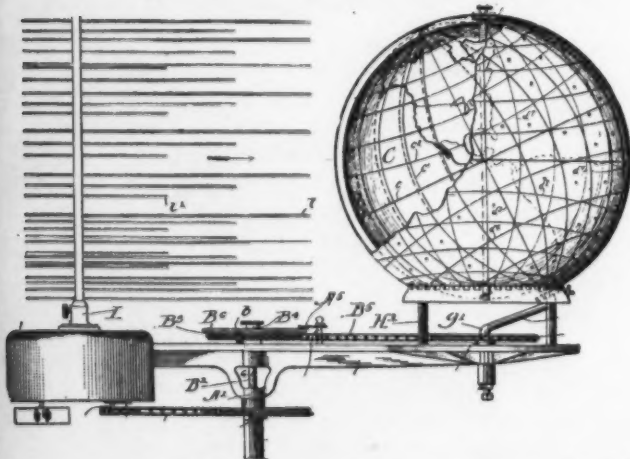
The combination with a base or support and a rear-wardly-extending frame carried thereby and having the upwardly arched or bowed termination forming a seat-stop, of a seat pivoted to said frame, and having the upturned back portion engaging said stop when the seat is in tilted position, together with a supplemental seat-stop for relieving said rear stop from undue strain.

SCHOOL SEAT AND DESK. Seymour W. Peregrine, Grand Rapids, Mich., assignor to Charles J. Reed, New York, N. Y.



In a combined school seat and desk, the combination with the standard adapted to support the seat and desk, a seat adjustably supported by the standard, a desk adjustably supported by the standard, suitable adjusting mechanism adapted to raise and lower the seat when shifted into engagement therewith, and to raise and lower the desk when shifted into engagement with said desk and suitable means for shifting said mechanism, said seat and desk being adjustable independently of each other.

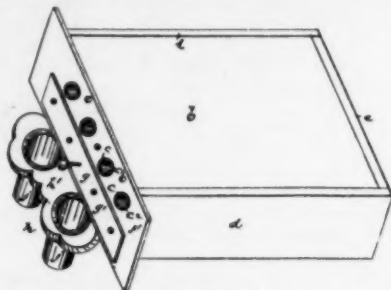
TELLURIAN. Columbus A. Bowsher, Champaign, Ill.



A tellurian, comprising a supporting-standard, a frame pivotally mounted on said standard, the upper end of the standard projecting through said frame, a motor on one end of the frame provided with a sprocket-wheel, a stationary sprocket-wheel on the standard, a sprocket-chain connecting the two wheels, a globe-carrying spindle at the end of the frame opposite to the motor, a sprocket-gear rigidly secured to said spindle, a stationary sprocket-gear attached to the upper end of the standard, a sprocket-chain connecting said last-mentioned sprocket-wheels, a dial for indicating the seasons of the year attached to the upper end of the shaft above and separately from the sprocket, whereby

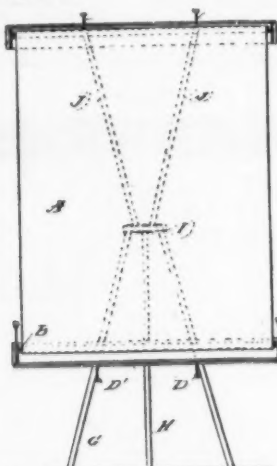
it may be removed without disturbing said wheels, and a pointer on the frame adjacent to said dial.

DESK ATTACHMENT. David L. B. Peterson, East Orange, N. J.



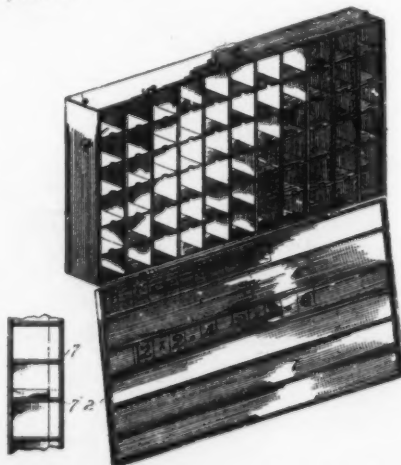
The desk attachment for stationers' sundries, comprising a board having means at its opposite ends for attachment to a desk, said board being provided with borings in which pen-tubes are inserted, the latter having adjustable blocks at their inner ends, a drawer, opening out from the board at the same end thereof as the tubes are open to receive the pens, an ink-well suspended beneath said drawer and movable back and forth to be covered and uncovered, a pin *l*, at one end of the board and a plate *f*, at the front providing means for suspending the board from the horizontal partition of the desk.

BLACKBOARD. William J. Semelroth, St. Louis, Mo., assignor of one-third to William H. Herrick, same place.



A portable blackboard comprising a flexible prepared web, rollers for said web, top and base supports for said rollers adapted to form a packing-case, a skeleton framework consisting of a central socket-piece, diverging legs below, and arms above said piece of lesser length than said roller-supports, whereby they can be packed within said case, means for securing said top and base supports to said framework, and means for adjusting the tension of said web.

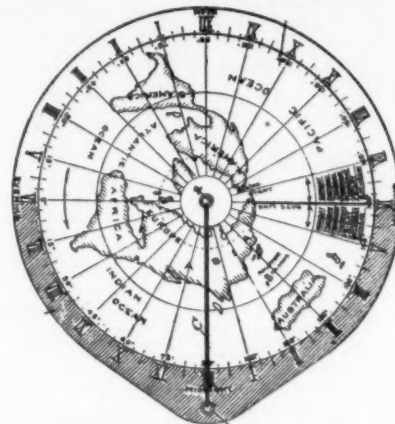
EDUCATIONAL APPLIANCE. Alice Perry, Cherokee, Kan.



The herein-described portable educational appliance consisting of a cabinet sub-divided by intersecting vertical and longitudinal partitions into compartments to receive blocks bearing let-

ters, numerals and like characters, and provided with a handle, a cover hinged at its lower longitudinal edge to the cabinet and adapted to swing outward and downward and secured at its free edge when closed by fastenings applied thereto and to the cabinet, and longitudinal strips applied to the inner side of the cover and provided in number and position to register with the longitudinal partitions of the cabinet when the cover is closed to permit the ends of the blocks to be projected beyond the walls of their compartments into the spaces formed between the said longitudinal strips upon tilting the cabinet, whereby the blocks can be conveniently and readily grasped when required, said longitudinal strips also forming supports for the blocks when selected and collated to demonstrate a lesson.

PLANISPHERE. Edward A. Osse, Baltimore, Md.



The combination in a planisphere, or an equivalent device, of a stationary circular-rim time-base provided with figures indicating the twenty-four hours of the day; a map of the world revoluble in the said circular rim, and provided with an international date-line having corresponding days of the week indicated on both sides of this line; and a stationary marker representing the beginning-of-the-day line extending from the center of the revoluble map of the world to the said stationary circular rim.

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Nobody can say when the throat begins to get sore, just what is coming. This is the best time to use it; then no matter whether it is quinsy, diphtheria, scarlet fever, croup, or just an ordinary sore throat, this remedy is the very best thing that could possibly have been used, and prevents anything serious following.

It is such a splendid preparation to have when trouble begins that we counsel every home to keep it on hand to check beginnings. It cures croup in five minutes.

Drug stores keep it, but where not for sale by them, the manufacturers, **Muco-Solvent Company, Chicago**, will send enough for \$1 to make every home in the land feel safe against those diseases that come to every family at some time, often when they are least prepared to treat them successfully.

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E. G. Smith, Columbia, Pa.



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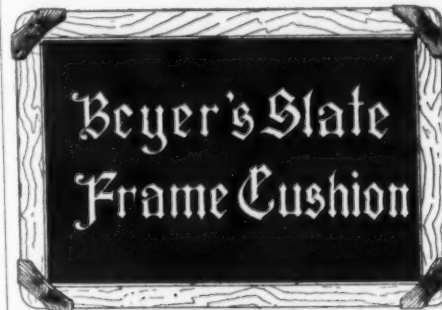
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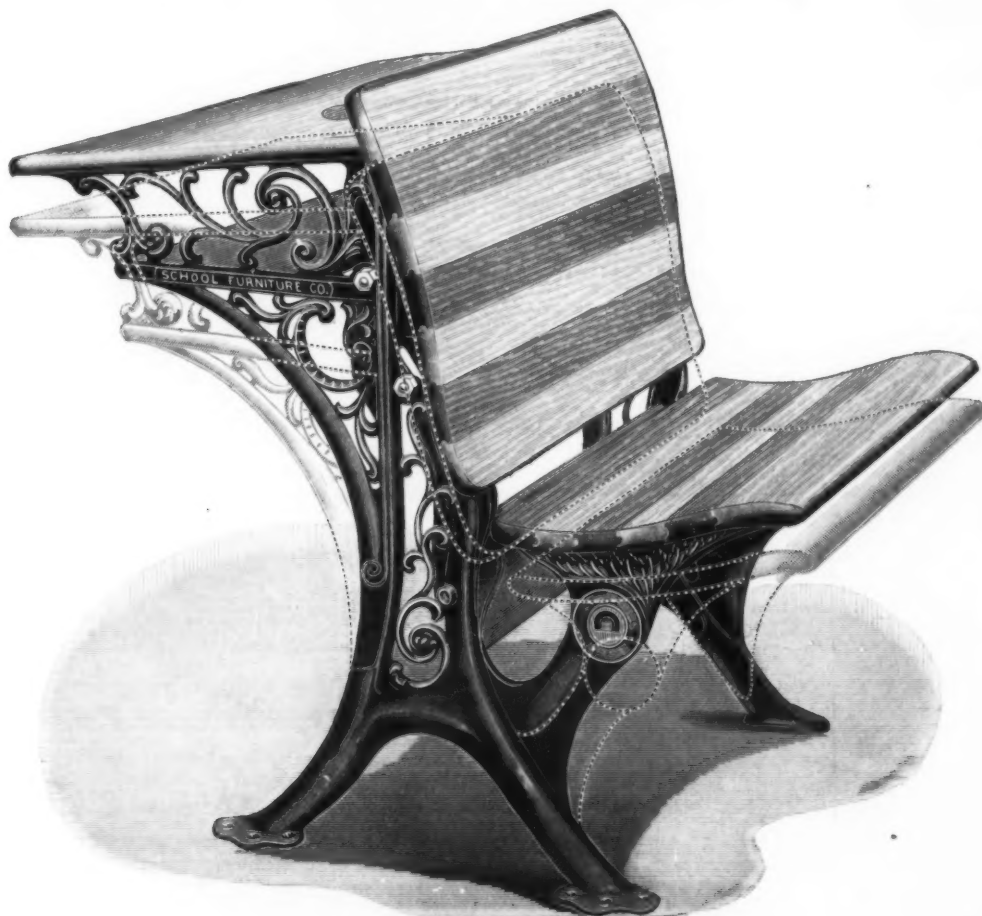
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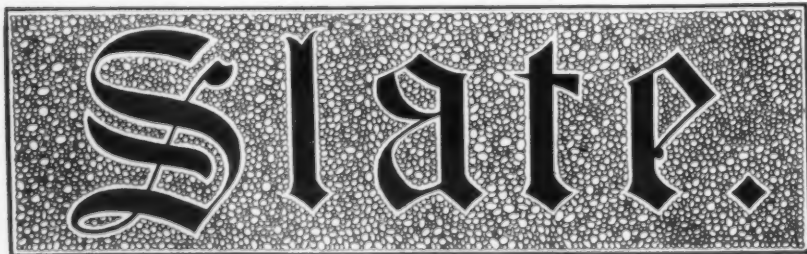
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